Effective November 2021
Rule 6A-1.09412, F.A.C.
# Social Studies Grade K (#5021020) 2015 - 2022 (current)

## Course Standards

<table>
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**SS.K.G.1.2:** Explain that maps and globes help to locate different places and that globes are a model of the Earth.

**SS.K.G.1.3:** Identify cardinal directions (north, south, east, west).

**SS.K.G.1.4:** Clarifications: Examples are blue is water and green/brown is land.

**SS.K.G.2.1:** Locate and describe places in the school and community.

**SS.K.G.2.2:** Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

**SS.K.G.3.1:** Identify basic landforms.

**SS.K.G.3.2:** Clarifications: Examples are hills, forests, wetlands, and coasts.

**SS.K.G.3.3:** Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

**LAFS.K.RI.1.1:** With prompting and support, ask and answer questions about key details in a text.

**LAFS.K.RI.1.2:** With prompting and support, identify the main topic and retell key details of a text.

**LAFS.K.RI.1.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**LAFS.K.RI.2.4:** With prompting and support, ask and answer questions about unknown words in a text.

**LAFS.K.RI.3.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**LAFS.K.RI.3.8:** With prompting and support, identify the reasons an author gives to support points in a text.

**LAFS.K.RI.4.10:** Actively engage in group reading activities with purpose and understanding.

**LAFS.K.SL.1.1:** With prompting and support, ask and answer questions about unknown words in a text.

**LAFS.K.SL.1.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**LAFS.K.SL.1.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**LAFS.K.SL.2.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**LAFS.K.W.1.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**LAFS.K.W.1.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a cause and effect relationship to explain how and why something happened.

**LAFS.K.W.2.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**MAFS.K.MD.1.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**MAFS.K.MD.1.2:** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**MAFS.K.MD.1.a:** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

**MAFS.K.MD.2:** Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get a different perspective on the data. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K.MD.3:** Construct viable arguments and critique the reasoning of others.

Mathematically proficient students use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They respect the arguments of others, carrying out the reasoning—listening, asking useful questions, and justifying their own arguments. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

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

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

GENERAL NOTES

Living, Learning and Working Together: Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

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<td>Course Length: Year (Y)</td>
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<td>• Class Size Core Required</td>
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Course Status: Course Approved
## Educator Certifications

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SS.K.G.1.3: Identify cardinal directions (north, south, east, west).

SS.K.G.1.4: Differentiate land and water features on simple maps and globes.

Examples are near/far; above/below, left/right and behind/front.

Clarifications:
Examples are blue is water and green/brown is land.

SS.K.G.2.1: Locate and describe places in the school and community.

Clarifications:
Examples are the cafeteria, library, office, restrooms, and classroom.

SS.K.G.2.2: Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

Clarifications:
Examples are hills, forests, wetlands, and coasts.

SS.K.G.3.1: Identify basic landforms.

Clarifications:
Examples are blue is water and green/brown is land.

SS.K.G.3.2: Identify basic bodies of water.

Clarifications:
Examples are rivers, lakes, oceans, and gulfs.

SS.K.G.3.3: Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

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

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

MA.K12.MTR.1.1: Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1: Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
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- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

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

MA.K12.MTR.3.1: Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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

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

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

### MA.K12.MTR.5.1:

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

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

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

**Clarifications:**

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

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

### MA.K12.MTR.6.1:

*Assess the reasonableness of solutions.*

Mathematicians who assess the reasonableness of solutions:

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

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

### MA.K12.MTR.7.1:

*Apply mathematics to real-world contexts.*

Mathematicians who apply mathematics to real-world contexts:

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

**Clarifications:**

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

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

### ELA.K12.EE.1.1:

*Cite evidence to explain and justify reasoning.*

**Clarifications:**

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

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

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

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

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

### ELA.K12.EE.2.1:

*Read and comprehend grade-level complex texts proficiently.*

**Clarifications:**

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

### ELA.K12.EE.3.1:

*Make inferences to support comprehension.*

**Clarifications:**

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

### ELA.K12.EE.3.1:

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

**Clarifications:**

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

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

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

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

Use appropriate voice and tone when speaking or writing.

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

An English language learner must have instruction in how to effectively present information to their audience. They may struggle to communicate in a social or academic manner. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Within the classroom, students must learn the importance of rules to maintain health. They must understand the rules governing a specific format to create quality work.

General Course Information and Notes

GENERAL NOTES

Living, Learning and Working Together: Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

Instructional Practices

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

Course Numbers: 5021020

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Social Studies > SubSubject: General

Abbreviated Title: SOC STUDIES K
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required

Course Status: State Board Approved
Grade Level(s): K
## Educator Certifications

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<thead>
<tr>
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<tbody>
<tr>
<td>Social Studies (Elementary Grades 1-6)</td>
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<td>Early Childhood Education (Early Childhood)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Name</td>
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</table>
| SS.K.A.1.1: | Develop an understanding of how to use and create a timeline.  
**Clarifications:**  
May include, but are not limited to: Put in order three things that happened during the school day. |
| SS.K.A.1.2: | Develop an awareness of a primary source.  
**Clarifications:**  
Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts. |
| SS.K.A.2.1: | Compare children and families of today with those in the past.  
**Clarifications:**  
Examples may include, but are not limited to, family life now versus family life when grandparents were young. |
| SS.K.A.2.2: | Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.  
**Clarifications:**  
Examples may include, but are not limited to, federal holidays and ethnic celebrations. |
| SS.K.A.2.3: | Compare our nation's holidays with holidays of other cultures.  
**Clarifications:**  
Examples may include, but are not limited to, National holidays are different in other countries. |
| SS.K.A.2.4: | Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.  
**Clarifications:**  
Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders. |
| SS.K.A.2.5: | Recognize the importance of U.S. symbols.  
**Clarifications:**  
Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem. |
| SS.K.A.3.1: | Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.  
**Clarifications:**  
Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year. |
| SS.K.A.3.2: | Explain that calendars represent days of the week and months of the year.  
**Clarifications:**  
Students will define rules as standards of responsible behavior (e.g., rules for home and school).  
Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).  
Students will identify authority figures in their school and community including, but not limited to, parents, teachers and law enforcement officers. |
| SS.K.G.1.1: | Define patriotism as the allegiance to one's country.  
**Clarifications:**  
Students will identify examples of responsible citizenship.  
Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.  
Students will explain why it is important to take responsibility for one's actions.  
Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion.  
Students will identify examples of responsible decisions. |
| SS.K.G.1.2: | Identify the purpose of rules and laws in the home and school.  
**Clarifications:**  
Students will identify examples of responsible citizenship.  
Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.  
Students will explain why it is important to take responsibility for one's actions.  
Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion.  
Students will identify examples of responsible decisions. |
| SS.K.G.2.1: | Recognize symbols that represent the United States.  
**Clarifications:**  
Students will recognize the American flag, the bald eagle and the U.S. President as symbols that represent the United States. |
| SS.K.G.2.2: | Recognize symbols that represent Florida.  
**Clarifications:**  
Students will recognize Florida's state flag and state nickname ("The Sunshine State") as symbols that represent the state. |
| SS.K.G.2.3: | Describe different kinds of jobs that people do and the tools or equipment used.  
**Clarifications:**  
Examples are community helpers, firefighter and fire truck. |
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<tr>
<th>Standard</th>
<th>Description</th>
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| SS.K.E.1.2 | Recognize that United States currency comes in different forms.  
**Clarifications:**  
Examples are coins and bills. |
| SS.K.E.1.3 | Recognize that people work to earn money to buy things they need or want. |
| SS.K.E.1.4 | Identify the difference between basic needs and wants.  
**Clarifications:**  
Examples of needs are clothing and shelter and examples of wants are video games and toys. |
| SS.K.G.1.1 | Describe the relative location of people, places, and things by using positional words.  
**Clarifications:**  
Examples are near/far; above/below, left/right and behind/front. |
| SS.K.G.1.2 | Explain that maps and globes help to locate different places and that globes are a model of the Earth. |
| SS.K.G.1.3 | Identify cardinal directions (north, south, east, west). |
| SS.K.G.1.4 | Differentiate land and water features on simple maps and globes.  
**Clarifications:**  
Examples are blue is water and green/brown is land. |
| SS.K.G.2.1 | Locate and describe places in the school and community.  
**Clarifications:**  
Examples are the cafeteria, library, office, restrooms, and classroom. |
| SS.K.G.2.2 | Know one's own phone number, street address, city or town and that Florida is the state in which the student lives. |
| SS.K.G.3.1 | Identify basic landforms.  
**Clarifications:**  
Examples are hills, forests, wetlands, and coasts. |
| SS.K.G.3.2 | Identify basic bodies of water.  
**Clarifications:**  
Examples are rivers, lakes, oceans, and gulfs. |
| SS.K.G.3.3 | Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment. |

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| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1 | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  
**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

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

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

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

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

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

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

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

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

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

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

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

 clarified:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.3.1: Make inferences to support comprehension.

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

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

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

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

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

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

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

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

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

ELD.K12.ELL.SI.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.K.C.2.4: Explain the importance of rules to maintain health.

**Clarifications:**
Students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

**GENERAL INFORMATION**

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

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Courses

Course Number: 5021020

Course Status: Draft - Course Pending Approval

Grade Level(s): K
<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>SS.1.A.1.1</td>
<td>Develop an understanding of a primary source.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.</td>
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<tr>
<td>SS.1.A.1.2</td>
<td>Understand how to use the media center/other sources to find answers to questions about a historical topic.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, databases, audio or video recordings, and books.</td>
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<td>SS.1.A.2.1</td>
<td>Understand history tells the story of people and events of other times and places.</td>
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<td>SS.1.A.2.2</td>
<td>Compare life now with life in the past.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, comparing school, families, work, and community life.</td>
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<td>SS.1.A.2.3</td>
<td>Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, federal holidays and ethnic celebrations.</td>
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<td>SS.1.A.2.4</td>
<td>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</td>
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<td>SS.1.A.2.5</td>
<td>Distinguish between historical fact and fiction using various materials.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.</td>
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<tr>
<td>SS.1.A.3.1</td>
<td>Use terms related to time to sequentially order events that have occurred in school, home, or community.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, days, weeks, months, and years.</td>
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<tr>
<td>SS.1.A.3.2</td>
<td>Create a timeline based on the student's life or school events, using primary sources.</td>
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<td><strong>Clarifications:</strong> Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.</td>
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<td>SS.1.C.1.1</td>
<td>Explain the purpose of rules and laws in the school and community.</td>
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<td><strong>Clarifications:</strong> Examples are keeping order and ensuring safety.</td>
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<tr>
<td>SS.1.C.1.2</td>
<td>Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.</td>
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<td><strong>Clarifications:</strong> Examples are principals, teachers, parents, government leaders, and police.</td>
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<td>SS.1.C.1.3</td>
<td>Give examples of the use of power without authority in the school and community.</td>
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<td><strong>Clarifications:</strong> Examples are bullying, stealing, and peer pressure.</td>
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<tr>
<td>SS.1.C.1.4</td>
<td>Explain the rights and responsibilities students have in the school community.</td>
</tr>
<tr>
<td>SS.1.C.2.1</td>
<td>Describe the characteristics of responsible citizenship in the school community.</td>
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<td><strong>Clarifications:</strong> Examples are follow rules, care about the environment, and respect others.</td>
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<tr>
<td>SS.1.C.2.2</td>
<td>Identify ways students can participate in the betterment of their school and community.</td>
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<td><strong>Clarifications:</strong> Examples are responsible decision making, classroom jobs, and school service projects.</td>
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<tr>
<td>SS.1.C.2.3</td>
<td>Show respect and kindness to people and animals.</td>
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<tr>
<td>SS.1.C.2.4</td>
<td>Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</td>
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<td><strong>Clarifications:</strong> Examples are talking about problems, role playing, listening, and sharing.</td>
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<tr>
<td>SS.1.C.3.1</td>
<td>Recognize symbols and individuals that represent American constitutional democracy.</td>
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<td><strong>Clarifications:</strong> Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.</td>
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<tr>
<td>SS.1.C.3.2</td>
<td>Recognize that money is a method of exchanging goods and services.</td>
</tr>
</tbody>
</table>
| SS.1.E.1.1: | **Clarifications:**  
Define opportunity costs as giving up one thing for another. |
| SS.1.E.1.2: | **Clarifications:**  
Examples are giving up television to do homework and buying candy versus saving for later purchase. |
| SS.1.E.1.3: | **Clarifications:**  
Examples are goods: hamburger; services: sweeping the floor. |
| SS.1.E.1.4: | **Clarifications:**  
Examples are goods as buyers, sellers, and producers of goods and services. |
| SS.1.E.1.5: | **Clarifications:**  
Identify that people need to make choices because of scarce resources. |
| SS.1.E.1.6: | **Clarifications:**  
Examples are not enough time to do all activities or not enough red crayons. |
| SS.1.G.1.1: | **Clarifications:**  
Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades. |
| SS.1.G.1.2: | **Clarifications:**  
Construct a basic map using key elements including cardinal directions and map symbols. |
| SS.1.G.1.3: | **Clarifications:**  
Examples are map of bedroom, classroom, or route to school. |
| SS.1.G.1.4: | **Clarifications:**  
Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs. |
| SS.1.G.1.5: | **Clarifications:**  
Describe how location, weather, and physical environment affect the way people live in our community. |
| SS.1.G.1.6: | **Clarifications:**  
Examples are effects on their food, clothing, shelter, transportation, and recreation. |
| MAFS.1.RI.1.1: | **LAFS.1.RI.1.1:**  
Ask and answer questions about key details in a text. |
| MAFS.1.RI.1.2: | **LAFS.1.RI.1.2:**  
Identify the main topic and retell key details of a text. |
| MAFS.1.RI.1.3: | **LAFS.1.RI.1.3:**  
Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| MAFS.1.RI.1.4: | **LAFS.1.RI.1.4:**  
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| MAFS.1.RI.1.5: | **LAFS.1.RI.1.5:**  
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| MAFS.1.RI.1.6: | **LAFS.1.RI.1.6:**  
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| MAFS.1.RI.1.7: | **LAFS.1.RI.1.7:**  
Use the illustrations and details in a text to describe its key ideas. |
| MAFS.1.RI.1.8: | **LAFS.1.RI.1.8:**  
Identify the reasons an author gives to support points in a text. |
| MAFS.1.RI.1.9: | **LAFS.1.RI.1.9:**  
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| MAFS.1.RI.1.10: | **LAFS.1.RI.1.10:**  
With prompting and support, read informational texts appropriately complex for grade 1. |
| MAFS.1.SL.1.1: | **LAFS.1.SL.1.1:**  
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| MAFS.1.SL.1.2: | **LAFS.1.SL.1.2:**  
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| MAFS.1.SL.1.3: | **LAFS.1.SL.1.3:**  
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| MAFS.1.SL.1.4: | **LAFS.1.SL.1.4:**  
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| MAFS.1.SL.1.5: | **LAFS.1.SL.1.5:**  
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| MAFS.1.SL.1.6: | **LAFS.1.SL.1.6:**  
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| MAFS.1.SL.1.7: | **LAFS.1.SL.1.7:**  
With guidance and support from adults, focus on a topic; respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| MAFS.1.SL.1.8: | **LAFS.1.SL.1.8:**  
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| MAFS.1.SL.3.8: | **LAFS.1.SL.3.8:**  
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| MAFS.1.SL.3.9: | **LAFS.1.SL.3.9:**  
Identify a variety of physical features using a map and globe. |
| MAFS.1.SL.3.10: | **LAFS.1.SL.3.10:**  
Use physical and political/cultural maps to locate places in Florida. |
| MAFS.1.SL.3.11: | **LAFS.1.SL.3.11:**  
Describe how location, weather, and physical environment affect the way people live in our community. |
| MAFS.1.SL.3.12: | **LAFS.1.SL.3.12:**  
Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes. |
| MAFS.1.SL.1.3: | **LAFS.1.SL.1.3:**  
Provide support for ideas, reasoning, and understanding through drawings, charts, and graphs or draw diagrams of important features and relationships. |
| MAFS.1.MD.3.4: | **LAFS.1.MD.3.4:**  
Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| MAFS.1.MD.3.5: | **LAFS.1.MD.3.5:**  
Recognize the importance of saving money for future purchases. |
| MAFS.1.MD.3.6: | **LAFS.1.MD.3.6:**  
Identify that people need to make choices because of scarce resources. |
| MAFS.1.MD.3.7: | **LAFS.1.MD.3.7:**  
Given a problem, identify the reasons an author gives to support points in a text. |
| MAFS.1.MD.3.8: | **LAFS.1.MD.3.8:**  
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| MAFS.X12.MP.1.1: | **MAFS.K12.MP.1.1:**  
Make sense of problems and persevere in solving them. |
English language learners communicate for social and instructional purposes within the school setting. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Recognize health consequences for not following rules.**

**Clarifications:**

Injuries, arguments, hurt feelings, and pollution.

### General Course Information and Notes

**GENERAL NOTES**

**Our Community and Beyond:** First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

**Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

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

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

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

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

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

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## Course Standards

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<tr>
<th>Name</th>
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<tr>
<td>SS.1.A.1.1</td>
<td>Develop an understanding of a primary source.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.</td>
</tr>
<tr>
<td>SS.1.A.1.2</td>
<td>Understand how to use the media center/other sources to find answers to questions about a historical topic.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, databases, audio or video recordings, and books.</td>
</tr>
<tr>
<td>SS.1.A.2.1</td>
<td>Understand history tells the story of people and events of other times and places.</td>
</tr>
<tr>
<td>SS.1.A.2.2</td>
<td>Compare life now with life in the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, comparing school, families, work, and community life.</td>
</tr>
<tr>
<td>SS.1.A.2.3</td>
<td>Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, federal holidays and ethnic celebrations.</td>
</tr>
<tr>
<td>SS.1.A.2.4</td>
<td>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</td>
</tr>
<tr>
<td>SS.1.A.2.5</td>
<td>Distinguish between historical fact and fiction using various materials.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.</td>
</tr>
<tr>
<td>SS.1.A.3.1</td>
<td>Use terms related to time to sequentially order events that have occurred in school, home, or community.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, days, weeks, months, and years.</td>
</tr>
<tr>
<td>SS.1.A.3.2</td>
<td>Create a timeline based on the student's life or school events, using primary sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.</td>
</tr>
<tr>
<td>SS.1.C.1.1</td>
<td>Explain the purpose of rules and laws in the school and community.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are keeping order and ensuring safety.</td>
</tr>
<tr>
<td>SS.1.C.1.2</td>
<td>Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are principals, teachers, parents, government leaders, and police.</td>
</tr>
<tr>
<td>SS.1.C.1.3</td>
<td>Give examples of the use of power without authority in the school and community.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are bullying, stealing, and peer pressure.</td>
</tr>
<tr>
<td>SS.1.C.2.1</td>
<td>Explain the rights and responsibilities students have in the school community.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are not littering, coming to school on time, and having a safe learning environment.</td>
</tr>
<tr>
<td>SS.1.C.2.2</td>
<td>Describe the characteristics of responsible citizenship in the school community.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are follow rules, care about the environment, and respect others.</td>
</tr>
<tr>
<td>SS.1.C.2.3</td>
<td>Identify ways students can participate in the betterment of their school and community.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are responsible decision making, classroom jobs, and school service projects.</td>
</tr>
<tr>
<td>SS.1.C.2.4</td>
<td>Show respect and kindness to people and animals.</td>
</tr>
<tr>
<td>SS.1.C.3.1</td>
<td>Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are talking about problems, role playing, listening, and sharing.</td>
</tr>
<tr>
<td>SS.1.C.3.2</td>
<td>Recognize symbols and individuals that represent American constitutional democracy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.</td>
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<tr>
<td>Recognize that money is a method of exchanging goods and services.</td>
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<tr>
<td>SS.1.E.1.1:</td>
<td>Clarifications: An example is coins/bills versus bartering or trading.</td>
</tr>
<tr>
<td>SS.1.E.1.2:</td>
<td>Define opportunity costs as giving up one thing for another. Clarifications: Examples are giving up television to do homework and buying candy versus saving for later purchase.</td>
</tr>
<tr>
<td>SS.1.E.1.3:</td>
<td>Distinguish between examples of goods and services. Clarifications: Examples are goods: hamburger; services: sweeping the floor.</td>
</tr>
<tr>
<td>SS.1.E.1.4:</td>
<td>Distinguish people as buyers, sellers, and producers of goods and services.</td>
</tr>
<tr>
<td>SS.1.E.1.5:</td>
<td>Recognize the importance of saving money for future purchases.</td>
</tr>
<tr>
<td>SS.1.E.1.6:</td>
<td>Identify that people need to make choices because of scarce resources. Clarifications: Examples are not enough time to do all activities or not enough red crayons.</td>
</tr>
<tr>
<td>SS.1.G.1.1:</td>
<td>Use physical and political/cultural maps to locate places in Florida. Clarifications: Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.</td>
</tr>
<tr>
<td>SS.1.G.1.2:</td>
<td>Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</td>
</tr>
<tr>
<td>SS.1.G.1.3:</td>
<td>Construct a basic map using key elements including cardinal directions and map symbols. Clarifications: Examples are map of bedroom, classroom, or route to school.</td>
</tr>
<tr>
<td>SS.1.G.1.4:</td>
<td>Identify a variety of physical features using a map and globe. Clarifications: Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.</td>
</tr>
<tr>
<td>SS.1.G.1.5:</td>
<td>Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</td>
</tr>
<tr>
<td>SS.1.G.1.6:</td>
<td>Describe how location, weather, and physical environment affect the way people live in our community. Clarifications: Examples are effects on their food, clothing, shelter, transportation, and recreation.</td>
</tr>
</tbody>
</table>

**MA.K12.MTR.1.1:**
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

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

**MA.K12.MTR.2.1:**
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

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

**MA.K12.MTR.3.1:**
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
### MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.

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

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

### MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.

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

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

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions.

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

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

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.

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

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

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

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

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

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

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

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

Read and comprehend grade-level complex texts proficiently.
English language learners communicate information, ideas and concepts for social and instructional purposes within the school setting.

**ELA.K12.EE.2.1:** Clarifications:
- See Text Complexity for grade-level complexity bands and a text complexity rubric.
- Make inferences to support comprehension.

**ELA.K12.EE.3.1:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.4.1:**
- In kindergarten, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
- Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
- Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.6.1:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
- Recognize health consequences for not following rules.

**GENERAL INFORMATION**

**GENERAL NOTES**

**Our Community and Beyond:** First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

**Instructional Practices**

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

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

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

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

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

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

**GENERAL INFORMATION**
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**Course Path:**
- Subject: Social Studies
- Sub-Subject: General
- Abbreviated Title: SOC STUDIES 1

**Course Attributes:**
- Class Size Core Required

**Course Status:** State Board Approved

**Grade Level(s):** 1

**Course Number:** 5021030

**Course Path:**
- Section: Grades PreK to 12 Education
- Grade Group: Grades PreK to 5 Education
- Subject: Social Studies

**Course Length:** Year (Y)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.1.A.1.1</td>
<td>Develop an understanding of a primary source. <strong>Clarifications:</strong> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.</td>
</tr>
<tr>
<td>SS.1.A.1.2</td>
<td>Understand how to use the media center/other sources to find answers to questions about a historical topic. <strong>Clarifications:</strong> Examples may include, but are not limited to, databases, audio or video recordings, and books.</td>
</tr>
<tr>
<td>SS.1.A.2.1</td>
<td>Understand history tells the story of people and events of other times and places.</td>
</tr>
<tr>
<td>SS.1.A.2.2</td>
<td>Compare life now with life in the past. <strong>Clarifications:</strong> Examples may include, but are not limited to, comparing school, families, work, and community life.</td>
</tr>
<tr>
<td>SS.1.A.2.3</td>
<td>Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. <strong>Clarifications:</strong> Examples may include, but are not limited to, federal holidays and ethnic celebrations.</td>
</tr>
<tr>
<td>SS.1.A.2.4</td>
<td>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. <strong>Clarifications:</strong> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</td>
</tr>
<tr>
<td>SS.1.A.2.5</td>
<td>Distinguish between historical fact and fiction using various materials. <strong>Clarifications:</strong> Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.</td>
</tr>
<tr>
<td>SS.1.A.3.1</td>
<td>Use terms related to time to sequentially order events that have occurred in school, home, or community. <strong>Clarifications:</strong> Examples may include, but are not limited to, days, weeks, months, and years.</td>
</tr>
<tr>
<td>SS.1.A.3.2</td>
<td>Create a timeline based on the student's life or school events, using primary sources. <strong>Clarifications:</strong> Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.</td>
</tr>
<tr>
<td>SS.1.CG.1.1</td>
<td>Explain the purpose of rules and laws in the home, school and community. Students will explain the role that rules and laws play in their daily life. Students will explain the difference between rules and laws.</td>
</tr>
<tr>
<td>SS.1.CG.1.2</td>
<td>Describe how the absence of rules and laws impacts individuals and the community. Students will provide examples of rules and laws in their lives and in the community. Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.</td>
</tr>
<tr>
<td>SS.1.CG.2.1</td>
<td>Explain the rights and responsibilities students have in the school community. Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community. Students will define rights as freedoms protected by laws in society and protected by rules in the school community. Students will define responsibilities as things citizens should do to benefit the community.</td>
</tr>
<tr>
<td>SS.1.CG.2.2</td>
<td>Describe the characteristics of citizenship in the school community. Students will identify characteristics of responsible citizenship (e.g., respect others’ property, treat people with dignity, care for environment, treat animals with kindness). Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).</td>
</tr>
<tr>
<td>SS.1.CG.2.3</td>
<td>Recognize ways citizens can demonstrate patriotism. Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations). Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag). Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</td>
</tr>
<tr>
<td>SS.1.CG.2.4</td>
<td>Recognize symbols and individuals that represent the United States. Students will recognize the national motto (&quot;In God We Trust&quot;) and &quot;We the People&quot; as symbols that represent the United States. Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.</td>
</tr>
<tr>
<td>SS.1.CG.2.5</td>
<td>Recognize symbols and individuals that represent Florida. Students will recognize that the state motto (&quot;In God We Trust&quot;) and the state day (Pascua Florida Day) are symbols that represent Florida. Students will identify the current Florida governor and recognize the governor as an individual who represents the state.</td>
</tr>
<tr>
<td>SS.1.CG.3.1</td>
<td>Recognize that the United States and Florida have Constitutions. Students will define a constitution as an agreed-upon set of rules or laws. Students will recognize that the U.S. Constitution starts with “We the People.”</td>
</tr>
</tbody>
</table>
### SS.1.CG.3.2
Explain responsible ways for individuals and groups to make decisions.
- Students will demonstrate characteristics of responsible decision-making.
- Students will explain how multiple perspectives contribute to the unity of the United States.

### SS.1.E.1.1
Recognize that money is a method of exchanging goods and services.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>An example is coins/bills versus bartering or trading.</td>
</tr>
</tbody>
</table>

### SS.1.E.1.2
Define opportunity costs as giving up one thing for another.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are giving up television to do homework and buying candy versus saving for later purchase.</td>
</tr>
</tbody>
</table>

### SS.1.E.1.3
Distinguish between examples of goods and services.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are goods: hamburger; services: sweeping the floor.</td>
</tr>
</tbody>
</table>

### SS.1.E.1.4
Distinguish people as buyers, sellers, and producers of goods and services.

### SS.1.E.1.5
Recognize the importance of saving money for future purchases.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are not enough time to do all activities or not enough red crayons.</td>
</tr>
</tbody>
</table>

### SS.1.E.1.6
Use physical and political/cultural maps to locate places in Florida.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.</td>
</tr>
</tbody>
</table>

### SS.1.G.1.1
Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

### SS.1.G.1.2
Construct a basic map using key elements including cardinal directions and map symbols.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are map of bedroom, classroom, or route to school</td>
</tr>
</tbody>
</table>

### SS.1.G.1.3
Identify a variety of physical features using a map and globe.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.</td>
</tr>
</tbody>
</table>

### SS.1.G.1.4
Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

### SS.1.G.1.6
Describe how location, weather, and physical environment affect the way people live in our community.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are effects on their food, clothing, shelter, transportation, and recreation</td>
</tr>
</tbody>
</table>

### MA.K12.MTR.1.1
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

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

### MA.K12.MTR.2.1
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

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

### MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

<table>
<thead>
<tr>
<th>Clarifications</th>
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</thead>
<tbody>
<tr>
<td>Mathematics who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>
| Teachers who encourage students to complete tasks with mathematical fluency: | **Clarifications:**
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

| Use patterns and structure to help understand and connect mathematical concepts. | **Clarifications:**
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

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

| Cite evidence to explain and justify reasoning. | **Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.K12.EE.2.1:</strong></td>
<td>Read and comprehend grade-level complex texts proficiently. &lt;br&gt;<strong>Clarifications:</strong> See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td><strong>ELA.K12.EE.3.1:</strong></td>
<td>Make inferences to support comprehension. &lt;br&gt;<strong>Clarifications:</strong> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
<tr>
<td><strong>ELA.K12.EE.4.1:</strong></td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. &lt;br&gt;<strong>Clarifications:</strong> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: &quot;I think ________ because ________.&quot; The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
<tr>
<td><strong>ELA.K12.EE.5.1:</strong></td>
<td>Use the accepted rules governing a specific format to create quality work. &lt;br&gt;<strong>Clarifications:</strong> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
<tr>
<td><strong>ELA.K12.EE.6.1:</strong></td>
<td>Use appropriate voice and tone when speaking or writing. &lt;br&gt;<strong>Clarifications:</strong> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
<tr>
<td><strong>ELD.K12.ELL.SS.1:</strong></td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td><strong>ELD.K12.ELL.SS.1:</strong></td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
<tr>
<td><strong>HE.1.C.2.4:</strong></td>
<td>Recognize health consequences for not following rules. &lt;br&gt;<strong>Clarifications:</strong> Injuries, arguments, hurt feelings, and pollution.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

**Our Community and Beyond:** First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

**Instructional Practices**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
<td></td>
</tr>
<tr>
<td>Primary Education (K-3)</td>
<td></td>
</tr>
<tr>
<td>Social Studies (Elementary Grades 1-6)</td>
<td></td>
</tr>
<tr>
<td>Prekindergarten/Primary Education (Age 3 through Grade 3)</td>
<td></td>
</tr>
<tr>
<td>Elementary Education (Grades K-6)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SS.2.A.1.1</td>
<td>Examine primary and secondary sources.</td>
</tr>
<tr>
<td>SS.2.A.1.2</td>
<td>Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</td>
</tr>
<tr>
<td>SS.2.A.2.1</td>
<td>Recognize that Native Americans were the first inhabitants in North America.</td>
</tr>
<tr>
<td>SS.2.A.2.2</td>
<td>Compare the cultures of Native American tribes from various geographic regions of the United States.</td>
</tr>
<tr>
<td>SS.2.A.2.3</td>
<td>Describe the impact of immigrants on the Native Americans.</td>
</tr>
<tr>
<td>SS.2.A.2.4</td>
<td>Explore ways the daily life of people living in Colonial America changed over time.</td>
</tr>
<tr>
<td>SS.2.A.2.5</td>
<td>Identify reasons people came to the United States throughout history.</td>
</tr>
<tr>
<td>SS.2.A.2.6</td>
<td>Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</td>
</tr>
<tr>
<td>SS.2.A.2.7</td>
<td>Discuss why immigration continues today.</td>
</tr>
<tr>
<td>SS.2.A.2.8</td>
<td>Explain the cultural influences and contributions of immigrants today.</td>
</tr>
<tr>
<td>SS.2.A.3.1</td>
<td>Identify terms and designations of time sequence.</td>
</tr>
<tr>
<td>SS.2.C.1.1</td>
<td>Explain why people form governments.</td>
</tr>
<tr>
<td>SS.2.C.1.2</td>
<td>Explain the consequences of an absence of rules and laws.</td>
</tr>
<tr>
<td>SS.2.C.2.1</td>
<td>Identify what it means to be a United States citizen either by birth or by naturalization.</td>
</tr>
<tr>
<td>SS.2.C.2.2</td>
<td>Define and apply the characteristics of responsible citizenship.</td>
</tr>
<tr>
<td>SS.2.C.2.3</td>
<td>Explain why United States citizens have guaranteed rights and identify rights.</td>
</tr>
<tr>
<td>SS.2.C.2.4</td>
<td>Identify ways citizens can make a positive contribution in their community.</td>
</tr>
<tr>
<td>SS.2.C.2.5</td>
<td>Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</td>
</tr>
<tr>
<td>SS.2.C.3.1</td>
<td>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</td>
</tr>
<tr>
<td>SS.2.C.3.2</td>
<td>Recognize symbols, individuals, events, and documents that represent the United States.</td>
</tr>
<tr>
<td>SS.2.C.3.3</td>
<td>Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.</td>
</tr>
<tr>
<td>SS.2.E.1.1</td>
<td>Recognize that people make choices because of limited resources.</td>
</tr>
<tr>
<td>SS.2.E.1.2</td>
<td>Recognize that people supply goods and services based on consumer demands.</td>
</tr>
<tr>
<td>SS.2.E.2.1</td>
<td>Examples are housing and jobs.</td>
</tr>
</tbody>
</table>
SS.2.E.1.3: **Clarifications:**

- Examples are clothing, food, toys, cars.

SS.2.E.1.4: **Explain the personal benefits and costs involved in saving and spending.**

SS.2.G.1.1: **Clarifications:**

- Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.

SS.2.G.1.2: **Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.**

SS.2.G.1.3: **Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.**

SS.2.G.1.4: **Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).**

LAFS.2.RI.1.1: **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

LAFS.2.RI.1.2: **Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**

LAFS.2.RI.1.3: **Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**

LAFS.2.RI.2.4: **Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**

LAFS.2.RI.2.5: **Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**

LAFS.2.RI.2.6: **Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**

LAFS.2.RI.2.7: **Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**

LAFS.2.RI.2.8: **Describe how an author uses reasons to support specific points in a text.**

LAFS.2.RI.2.9: **Compare and contrast the most important points presented by two texts on the same topic.**

LAFS.2.RI.4.10: **By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2−3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

LAFS.2.SL.1.1: **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers in small and larger groups.**

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

LAFS.2.SL.1.2: **Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

LAFS.2.SL.1.3: **Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

LAFS.2.SL.1.4: **Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

LAFS.2.W.1.2: **Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**

LAFS.2.W.1.3: **Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, and use temporal words to signal event order, and provide a sense of closure.**

LAFS.2.W.2.5: **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

LAFS.2.W.3.7: **Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**

MAFS.2.MD.3.7: **Tell and write time from analog and digital clocks to the nearest five minutes.**

**Standard Relation to Course: Supporting**

- Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using $ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations. Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?

MAFS.2.MD.3.8: **Identify the value of coins and paper currency.**

- a. Identify the value of coins and paper currency.
- b. Compute the value of any combination of coins within one dollar.
- c. Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?).
- d. Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar). *(See glossary Table 1)*

**Standard Relation to Course: Supporting**

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

**Standard Relation to Course: Supporting**

MAFS.2.MD.4.10: **Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.**

**Standard Relation to Course: Supporting**

- Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to their solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Standard Relation to Course: Supporting**

MAFS.2.DSP.1.1: **Construct viable arguments and critique the reasoning of others.**
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies.

Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.K12.MP.3.1:** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies.

Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Standard Relation to Course: Supporting**

*Use appropriate tools strategically.*

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.5.1:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.6.1:** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

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

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.2.C.4:** Clarifications: Walking not running, waiting your turn, and following traffic laws.

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**General Course Information and Notes**

**GENERAL NOTES**

**Who We Are As Americans:** Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

**Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.**

**Instructional Practices**

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

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

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

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

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

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**GENERAL INFORMATION**
Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>Social Studies (Elementary Grades 1-6)</td>
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</tr>
<tr>
<td>Prekindergarten/Primary Education (Age 3 through Grade 3)</td>
</tr>
<tr>
<td>Elementary Education (Grades K-6)</td>
</tr>
</tbody>
</table>

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Social Studies > SubSubject: General
Abbreviated Title: SOC STUDIES 2
Course Length: Year (Y)
Course Attributes:
  - Class Size Core Required

Course Status: Course Approved
Grade Level(s): 2
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.2.A.1.1</td>
<td>Examine primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.</td>
</tr>
<tr>
<td>SS.2.A.1.2</td>
<td>Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</td>
</tr>
<tr>
<td>SS.2.A.2.1</td>
<td>Recognize that Native Americans were the first inhabitants in North America.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples are location, clothing, housing, food, major beliefs and practices, language, art, and music.</td>
</tr>
<tr>
<td>SS.2.A.2.2</td>
<td>Compare the cultures of Native American tribes from various geographic regions of the United States.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, art, and music.</td>
</tr>
<tr>
<td>SS.2.A.2.3</td>
<td>Describe the impact of immigrants on the Native Americans.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.</td>
</tr>
<tr>
<td>SS.2.A.2.4</td>
<td>Explore ways the daily life of people living in Colonial America changed over time.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, art, and music.</td>
</tr>
<tr>
<td>SS.2.A.2.5</td>
<td>Identify reasons people came to the United States throughout history.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.</td>
</tr>
<tr>
<td>SS.2.A.2.6</td>
<td>Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</td>
</tr>
<tr>
<td>SS.2.A.2.7</td>
<td>Discuss why immigration continues today.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.</td>
</tr>
<tr>
<td>SS.2.A.2.8</td>
<td>Explain the cultural influences and contributions of immigrants today.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.</td>
</tr>
<tr>
<td>SS.2.A.3.1</td>
<td>Identify terms and designations of time sequence.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, years, decades, centuries.</td>
</tr>
<tr>
<td>SS.2.C.1.1</td>
<td>Explain why people form governments.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples are create laws, provide services and structure, safety.</td>
</tr>
<tr>
<td>SS.2.C.1.2</td>
<td>Explain the consequences of an absence of rules and laws.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples are lack of order and people get hurt.</td>
</tr>
<tr>
<td>SS.2.C.2.1</td>
<td>Identify what it means to be a United States citizen either by birth or by naturalization.</td>
</tr>
<tr>
<td>SS.2.C.2.2</td>
<td>Define and apply the characteristics of responsible citizenship.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.</td>
</tr>
<tr>
<td>SS.2.C.2.3</td>
<td>Explain why United States citizens have guaranteed rights and identify rights.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples are right to vote, freedom of speech, and freedom of religion.</td>
</tr>
<tr>
<td>SS.2.C.2.4</td>
<td>Identify ways citizens can make a positive contribution in their community.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples are volunteering and recycling.</td>
</tr>
<tr>
<td>SS.2.C.2.5</td>
<td>Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</td>
</tr>
<tr>
<td>SS.2.C.3.1</td>
<td>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.</td>
</tr>
<tr>
<td>SS.2.C.3.2</td>
<td>Recognize symbols, individuals, events, and documents that represent the United States.</td>
</tr>
<tr>
<td>SS.2.C.3.3</td>
<td>Recognize that people make choices because of limited resources.</td>
</tr>
<tr>
<td>SS.2.C.3.4</td>
<td>Recognize that people supply goods and services based on consumer demands.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples are housing and jobs.</td>
</tr>
</tbody>
</table>

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Recognize that the United States trades with other nations to exchange goods and services.

SS.2.E.1.3: 
**Clarifications:** 
Examples of clothing, food, toys, cars.

SS.2.E.1.4: 
**Clarifications:** 
Examples of coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.

SS.2.G.1.1: 
**Clarifications:** 
Use different types of maps (political, physical, and thematic) to identify map elements.

SS.2.G.1.2: 
**Clarifications:** 
Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

SS.2.G.1.3: 
**Clarifications:** 
Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

SS.2.G.1.4: 
**Clarifications:** 
Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

SS.2.E.1.3: 
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

SS.2.E.1.4: 
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

SS.2.G.1.1: 
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

SS.2.G.1.2: 
Teachers who encourage students to complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

SS.2.G.1.3: 
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

SS.2.G.1.4: 
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

SS.2.E.1.3: 
Use patterns and structure to help understand and connect mathematical concepts.
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
MA.K12.MTR.5.1:
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

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

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

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

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

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

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

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

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

**Clariﬁcations:**

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

**ELD.K12.ELL.SL.1:**

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

**ELD.K12.ELL.SS.1:**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.2.C.2.4:**

Explain the ways that rules make the classroom, school, and community safer.

**Clariﬁcations:**

Walking not running, waiting your turn, and following traffic laws.

---

### General Course Information and Notes

#### GENERAL NOTES

**Who We Are As Americans:** Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

**Instructional Practices**

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

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

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

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

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

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

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### GENERAL INFORMATION

**Course Number:** 5021040

**Course Path:** Sections: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Social Studies > Sub Subject:
General

**Abbreviated Title:** SOC STUDIES 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** State Board Approved

**Grade Level(s):** 2

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### Educator Certifications

Elementary Education (Elementary Grades 1-6)
Social Studies (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)
## Course Standards

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**Clarifications:** Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books. |
| SS.2.A.1.2 | Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. |
| SS.2.A.2.1 | Recognize that Native Americans were the first inhabitants in North America. |
| SS.2.A.2.2 | Compare the cultures of Native American tribes from various geographic regions of the United States.  
**Clarifications:** Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music. |
| SS.2.A.2.3 | Describe the impact of immigrants on the Native Americans.  
**Clarifications:** Examples are location, clothing, housing, food, major beliefs and practices, art, and music. |
| SS.2.A.2.4 | Explore ways the daily life of people living in Colonial America changed over time.  
**Clarifications:** Examples may include, but are not limited to, food, shelter, clothing, education, and settlements. |
| SS.2.A.2.5 | Identify reasons people came to the United States throughout history.  
**Clarifications:** Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs. |
| SS.2.A.2.6 | Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954. |
| SS.2.A.2.7 | Discuss why immigration continues today.  
**Clarifications:** Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs. |
| SS.2.A.2.8 | Explain the cultural influences and contributions of immigrants today.  
**Clarifications:** Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing. |
| SS.2.A.3.1 | Identify terms and designations of time sequence.  
**Clarifications:** Examples may include, but are not limited to, years, decades, centuries. |
| SS.2.CG.1.1 | Explain why people form governments.  
- Students will explain the role of laws in government.  
- Students will define and provide examples of laws at the state and national levels.  
- Students will use scenarios to identify the impact of government on daily life. |
| SS.2.CG.1.2 | Explain how the U.S. government protects the liberty and rights of American citizens.  
- Students will recognize that the equal rights of citizens are protected by the U.S. Constitution. |
| SS.2.CG.2.1 | Explain what it means to be a U.S. citizen.  
- Students will recognize that there are multiple ways to obtain citizenship. |
| SS.2.CG.2.2 | Describe the characteristics of responsible citizenship at the local and state levels.  
- Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).  
- Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).  
- Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida. |
| SS.2.CG.2.3 | Explain how citizens demonstrate patriotism.  
- Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism.  
- Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). |
| SS.2.CG.2.4 | Recognize symbols, individuals and documents that represent the United States.  
- Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States.  
- Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States.  
- Students will recognize the Declaration of Independence as a document that represents the United States. |
| SS.2.CG.2.5 | Recognize symbols, individuals and documents that represent Florida.  
- Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida.  
- Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida.  
- Students will recognize the Florida Constitution as a document that represents Florida. |
| SS.2.CG.3.1 | Identify the Constitution of the United States as the supreme law of the land.  
- Students will recognize that the United States has a written constitution.  
- Students will identify the United States as a constitutional republic. |
| SS.2.E.1.1 | Recognize that people make choices because of limited resources. |
| SS.2.E.1.2 | Recognize that people supply goods and services based on consumer demands. |
| SS.2.E.1.3 | Recognize that the United States trades with other nations to exchange goods and services. |
| SS.2.E.1.4 | Explain the personal benefits and costs involved in saving and spending. |

**Clariations:**
- Examples are housing and jobs.
- Examples are clothing, food, toys, cars.
- Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.
- Examples are housing and jobs.
- Examples of trade include clothing, food, toys, cars.

| SS.2.G.1.1 | Use different types of maps (political, physical, and thematic) to identify map elements. |
| SS.2.G.1.2 | Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital. |
| SS.2.G.1.3 | Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. |
| SS.2.G.1.4 | Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). |

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

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

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

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

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

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

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

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

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

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

Assess the reasonableness of solutions.

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

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

Apply mathematics to real-world contexts.

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

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

Cite evidence to explain and justify reasoning.

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

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

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

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

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

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

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

GENERAL NOTES

Who We Are As Americans: Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

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

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

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

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

GENERAL INFORMATION

Course Number: 5021040
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Social Studies > SubSubject: General
Abbreviated Title: SOC STUDIES 2
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required

Course Status: Draft - Course Pending Approval
Grade Level(s): 2

Educator Certifications

Elementary Education (Elementary Grades 1-6)
Social Studies (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.3.A.1.1</td>
<td>Analyze primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</td>
</tr>
<tr>
<td>SS.3.A.1.2</td>
<td>Utilize technology resources to gather information from primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Define terms related to the social sciences.</td>
</tr>
<tr>
<td>SS.3.A.1.3</td>
<td>Define terms related to the social sciences.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Examples may include, but are not limited to, history, geography, civics, government, economics.</td>
</tr>
<tr>
<td>SS.3.C.1.1</td>
<td>Explain the purpose and need for government.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Examples are safety, organization, services, protection of rights.</td>
</tr>
<tr>
<td>SS.3.C.1.2</td>
<td>Describe how government gains its power from the people.</td>
</tr>
<tr>
<td>SS.3.C.1.3</td>
<td>Explain how government was established through a written Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</td>
</tr>
<tr>
<td>SS.3.C.2.1</td>
<td>Identify the levels of government (local, state, federal).</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Describe how government is organized at the local level.</td>
</tr>
<tr>
<td>SS.3.C.3.1</td>
<td>Identify the levels of government (local, state, federal).</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.</td>
</tr>
<tr>
<td>SS.3.C.3.2</td>
<td>Recognize that every state has a state constitution.</td>
</tr>
<tr>
<td>SS.3.C.3.3</td>
<td>Recognize that the Constitution of the United States is the supreme law of the land.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Give examples of how scarcity results in trade.</td>
</tr>
<tr>
<td>SS.3.E.1.1</td>
<td>Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</td>
</tr>
<tr>
<td>SS.3.E.1.2</td>
<td>Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</td>
</tr>
<tr>
<td>SS.3.E.1.3</td>
<td>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</td>
</tr>
<tr>
<td>SS.3.E.1.4</td>
<td>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</td>
</tr>
<tr>
<td>SS.3.G.1.1</td>
<td>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Types of photographs may include satellite or aerial.</td>
</tr>
<tr>
<td>SS.3.G.1.2</td>
<td>Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).</td>
</tr>
<tr>
<td>SS.3.G.1.3</td>
<td>Label the continents and oceans on a world map.</td>
</tr>
<tr>
<td>SS.3.G.1.4</td>
<td>Name and identify the purpose of maps (physical, political, elevation, population).</td>
</tr>
<tr>
<td>SS.3.G.1.5</td>
<td>Compare maps and globes to develop an understanding of the concept of distortion.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Use maps to identify different types of scale to measure distances between two places.</td>
</tr>
<tr>
<td>SS.3.G.1.6</td>
<td>Use maps to identify different types of scale to measure distances between two places.</td>
</tr>
<tr>
<td>SS.3.G.2.1</td>
<td>Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</td>
</tr>
<tr>
<td>SS.3.G.2.2</td>
<td>Identify the five regions of the United States.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>(i.e., Northeast, Southeast, Midwest, Southwest, West)</td>
</tr>
<tr>
<td>SS.3.G.2.3</td>
<td>Identify the five regions of the United States.</td>
</tr>
<tr>
<td>SS.3.G.2.4</td>
<td>Identify the five regions of the United States.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Label the states in each of the five regions of the United States.</td>
</tr>
<tr>
<td>SS.3.G.2.5</td>
<td>Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</td>
</tr>
<tr>
<td>SS.3.G.2.6</td>
<td>Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>(e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</td>
</tr>
<tr>
<td>SS.3.G.3.1</td>
<td>Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.</td>
</tr>
<tr>
<td><strong>Clarifications</strong>:</td>
<td>Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.3.G.3.2</td>
<td>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.4.1</td>
<td>Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.4.2</td>
<td>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.4.3</td>
<td>Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.4.4</td>
<td>Identify contributions from various ethnic groups to the United States.</td>
</tr>
</tbody>
</table>

### LAFS.3.RI.1.1
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### LAFS.3.RI.1.2
- Determine the main idea of a text; recount the key details and explain how they support the main idea.

### LAFS.3.RI.1.3
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### LAFS.3.RI.2.4
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

### LAFS.3.RI.2.5
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

### LAFS.3.RI.2.6
- Distinguish their own point of view from that of the author of a text.

### LAFS.3.RI.3.7
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### LAFS.3.RI.3.8
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### LAFS.3.RI.3.9
- Compare and contrast the most important points and key details presented in two texts on the same topic.

### LAFS.3.RI.4.10
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

### LAFS.3.W.1.1
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and text under discussion).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.

### LAFS.3.W.1.2
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - a. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - b. Provide a concluding statement or section.

### LAFS.3.W.1.3
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.

### LAFS.3.W.1.4
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### LAFS.3.W.2.5
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### LAFS.3.W.2.6
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### LAFS.3.W.3.7
- Conduct short research projects that build knowledge about a topic.

### LAFS.3.W.3.8
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### LAFS.3.W.4.10
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
MAFS.3.MD.2.3:
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Standard Relation to Course: Supporting

MAFS.3.MD.2.4:
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.1.1:

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.3.1:

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.5.1:

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

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

ELD.K12.ELL.SS.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.3.C.2.4:
Identify classroom and school rules that promote health and disease prevention.

Clarifications:
Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.

General Course Information and Notes

GENERAL NOTES

Third Grade: The United States Regions and Its Neighbors - The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our country and its neighbors.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

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

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

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

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

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

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**GENERAL INFORMATION**

**Course Number:** 5021050

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Social Studies > SubSubject: General
Abbreviated Title: SOC STUDIES 3
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 3

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**Educator Certifications**

- Elementary Education (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6)
- Primary Education (K-3)
- Prekindergarten/Primary Education (Age 3 through Grade 3)
- Elementary Education (Grades K-6)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.3.A.1.1:</td>
<td>Analyze primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</td>
</tr>
<tr>
<td>SS.3.A.1.2:</td>
<td>Utilize technology resources to gather information from primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Define terms related to the social sciences.</td>
</tr>
<tr>
<td>SS.3.A.1.3:</td>
<td>Explain the purpose and need for government.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are safety, organization, services, protection of rights.</td>
</tr>
<tr>
<td>SS.3.C.1.1:</td>
<td>Explain how government was established through a written Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</td>
</tr>
<tr>
<td>SS.3.C.1.2:</td>
<td>Describe how government gains its power from the people.</td>
</tr>
<tr>
<td>SS.3.C.1.3:</td>
<td>Explain how government was established through a written Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.</td>
</tr>
<tr>
<td>SS.3.C.2.1:</td>
<td>Describe how government is organized at the local level.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are food drives, book drives, community, clean-up, voting.</td>
</tr>
<tr>
<td>SS.3.C.3.1:</td>
<td>Identify the levels of government (local, state, federal).</td>
</tr>
<tr>
<td>SS.3.C.3.2:</td>
<td>Identify the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Give examples of how scarcity results in trade.</td>
</tr>
<tr>
<td>SS.3.C.3.3:</td>
<td>Identify the five regions of the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</td>
</tr>
<tr>
<td>SS.3.C.3.4:</td>
<td>Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.1.1:</td>
<td>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Types of photographs may include satellite or aerial.</td>
</tr>
<tr>
<td>SS.3.G.1.2:</td>
<td>Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).</td>
</tr>
<tr>
<td>SS.3.G.1.3:</td>
<td>Label the continents and oceans on a world map.</td>
</tr>
<tr>
<td>SS.3.G.1.4:</td>
<td>Name and identify the purpose of maps (physical, political, elevation, population).</td>
</tr>
<tr>
<td>SS.3.G.1.5:</td>
<td>Compare maps and globes to develop an understanding of the concept of distortion.</td>
</tr>
<tr>
<td>SS.3.G.1.6:</td>
<td>Use maps to identify different types of scale to measure distances between two places.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are linear, fractional, word.</td>
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<tr>
<td>SS.3.G.2.1:</td>
<td>Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Label the states in each of the five regions of the United States.</td>
</tr>
<tr>
<td>SS.3.G.2.2:</td>
<td>Name and identify the purpose of maps (physical, political, elevation, population).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>(i.e., Northeast, Southeast, Midwest, Southwest, West)</td>
</tr>
<tr>
<td>SS.3.G.2.3:</td>
<td>Identify the five regions of the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</td>
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<tr>
<td>SS.3.G.2.4:</td>
<td>Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>(e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</td>
</tr>
<tr>
<td>SS.3.G.2.5:</td>
<td>Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.</td>
</tr>
<tr>
<td>SS.3.G.2.6:</td>
<td>Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are food drives, book drives, community, clean-up, voting.</td>
</tr>
<tr>
<td>SS.3.G.3.2:</td>
<td>Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.4.1:</td>
<td>Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.4.2:</td>
<td>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.4.3:</td>
<td>Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</td>
</tr>
<tr>
<td>SS.3.G.4.4:</td>
<td>Identify contributions from various ethnic groups to the United States.</td>
</tr>
</tbody>
</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations. |
| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence. |

(e.g., tundra, sandy soil, humidity, maritime climate)
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

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

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

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

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

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

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

Make inferences to support comprehension.

**Clarifications:**

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

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

**Clarifications:**

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

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

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

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

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

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

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

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.3.C.2.4:** Identify classroom and school rules that promote health and disease prevention.

**Clarifications:**
Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.

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**General Course Information and Notes**

**GENERAL NOTES**

**Third Grade: The United States Regions and Its Neighbors** - The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our country and its neighbors.

**Instructional Practices**

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

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

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

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

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

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**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th><strong>Course Number:</strong> 5021050</th>
<th><strong>Course Path:</strong> Sections: Grades PreK to 12 Education Courses &gt; Grade Group: Grades PreK to 5 Education Courses &gt; Subject: Social Studies &gt; Subject: Social Studies</th>
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</thead>
</table>
| **Course Status:** State Board Approved | **Course Length:** Year (Y) **Course Attributes:**  
- Class Size Core Required |

**Grade Level(s):** 3
<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<td>Social Studies (Elementary Grades 1-6)</td>
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### Course Standards

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<tr>
<th>Name</th>
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<tr>
<td>SS.3.A.1.1:</td>
<td>Analyze primary and secondary sources.</td>
</tr>
<tr>
<td>SS.3.G.1.1:</td>
<td>Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.</td>
</tr>
<tr>
<td>SS.3.G.1.2:</td>
<td>Students will recognize that the U.S. republic is governed by the &quot;consent of the governed&quot; and government power is exercised through representatives of the people.</td>
</tr>
<tr>
<td>SS.3.G.1.3:</td>
<td>Students will recognize the U.S. Constitution as a document that represents the United States.</td>
</tr>
<tr>
<td>SS.3.G.1.4:</td>
<td>Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States.</td>
</tr>
<tr>
<td>SS.3.G.1.5:</td>
<td>Students will recognize the Declaration of Rights in the Florida Constitution as a document that represents Florida.</td>
</tr>
<tr>
<td>SS.3.CG.1.1:</td>
<td>List the characteristics of money.</td>
</tr>
<tr>
<td>SS.3.CG.1.2:</td>
<td>Explain the history and meaning behind patriotic holidays and observances.</td>
</tr>
<tr>
<td>SS.3.CG.1.3:</td>
<td>Describe the importance of voting in elections.</td>
</tr>
<tr>
<td>SS.3.CG.1.4:</td>
<td>Students will explain the importance of voting in a republic.</td>
</tr>
<tr>
<td>SS.3.CG.1.5:</td>
<td>Students will recognize how government is organized at the national level (e.g., three branches of government).</td>
</tr>
<tr>
<td>SS.3.CG.2.1:</td>
<td>Describe the characteristics of money.</td>
</tr>
<tr>
<td>SS.3.CG.2.2:</td>
<td>Describe the types of coins used in the United States.</td>
</tr>
<tr>
<td>SS.3.CG.2.3:</td>
<td>Examples may include, but are not limited to, history, geography, civics, government, economics.</td>
</tr>
<tr>
<td>SS.3.CG.2.4:</td>
<td>Students will recognize the U.S. Constitution as a document that represents the United States.</td>
</tr>
<tr>
<td>SS.3.CG.2.5:</td>
<td>Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States.</td>
</tr>
<tr>
<td>SS.3.CG.3.1:</td>
<td>Recognize symbols, individuals, documents and events that represent the State of Florida.</td>
</tr>
<tr>
<td>SS.3.CG.3.2:</td>
<td>Students will recognize that Florida became the 27th state of the United States on March 3, 1845.</td>
</tr>
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<td>SS.3.CG.3.3:</td>
<td>Students will recognize the U.S. Constitution as a document that represents the United States.</td>
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<td>SS.3.CG.3.4:</td>
<td>Students will recognize symbols, individuals, documents and events that represent the United States.</td>
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<td>SS.3.CG.3.5:</td>
<td>Students will recognize the U.S. Constitution as a document that represents the United States.</td>
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<tr>
<td>SS.3.CG.4.1:</td>
<td>Examine the structure, function, powers and limits of government.</td>
</tr>
<tr>
<td>SS.3.CG.4.2:</td>
<td>Students will recognize that the U.S. and Florida Constitutions establish the framework for national and state government.</td>
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<tr>
<td>SS.3.CG.4.3:</td>
<td>Students will recognize that the U.S. and Florida Constitutions establish the framework for national and state government.</td>
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<td>SS.3.CG.4.4:</td>
<td>Students will recognize that government is organized at the national level (e.g., three branches of government).</td>
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<td>Students will recognize that government is organized at the national level (e.g., three branches of government).</td>
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<td>SS.3.CG.5.1:</td>
<td>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</td>
</tr>
<tr>
<td>SS.3.CG.5.2:</td>
<td>Analyze and interpret geographic information.</td>
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<td>SS.3.CG.5.3:</td>
<td>Students will recognize that government is organized at the national level (e.g., three branches of government).</td>
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<td>SS.3.G.1.6:</td>
<td>Use maps to identify different types of scale to measure distances between two places.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are linear, fractional, word.</td>
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<th>Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</th>
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<tr>
<th>SS.3.G.2.2:</th>
<th>Identify the five regions of the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>(i.e., Northeast, Southeast, Midwest, Southwest, West)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.2.3:</th>
<th>Label the states in each of the five regions of the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.2.4:</th>
<th>Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.2.5:</th>
<th>Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>(e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.2.6:</th>
<th>Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SS.3.G.3.1:</th>
<th>Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>(e.g., tundra, sandy soil, humidity, maritime climate)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.3.2:</th>
<th>Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>(e.g., water, arable land, oil, phosphate, fish)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.4.1:</th>
<th>Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.4.2:</th>
<th>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.4.3:</th>
<th>Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.3.G.4.4:</th>
<th>Identify contributions from various ethnic groups to the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1:</th>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>Ask questions that will help with solving the task.</td>
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<tr>
<td></td>
<td>Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<tr>
<td></td>
<td>Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td></td>
<td>Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td></td>
<td>Develop students' ability to analyze and problem solve.</td>
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<tr>
<td></td>
<td>Recognize students' effort when solving challenging problems.</td>
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<table>
<thead>
<tr>
<th>MA.K12.MTR.2.2:</th>
<th>Complete tasks with mathematical fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>Help students make connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td></td>
<td>Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<td></td>
<td>Show students that various representations can have different purposes and can be useful in different situations.</td>
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<table>
<thead>
<tr>
<th><strong>Complete tasks with mathematical fluency:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>Complete tasks accurately and with confidence.</td>
</tr>
</tbody>
</table>
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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

**MA.K12.MTR.3.1:**
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

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

**MA.K12.MTR.4.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

**MA.K12.MTR.5.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

**MA.K12.MTR.6.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

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

**MA.K12.MTR.7.1:**
Cite evidence to explain and justify reasoning.

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

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

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

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

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

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

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

ELD.K12.ELL.SS.5.1: 
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.3.C.2.4: 
Clarifications:
Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.

General Course Information and Notes

GENERAL NOTES

Third Grade: The United States Regions and Its Neighbors - The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our country and its neighbors.

Instructional Practices

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

GENERAL INFORMATION

**Course Number:** 5021050

**Course Path:** Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades PreK to 5 Education
Courses > **Subject:** Social Studies > **SubSubject:** General

**Abbreviated Title:** SOC STUDIES 3

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

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

**Grade Level(s):** 3

Educator Certifications

- Elementary Education (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6)
- Primary Education (K-3)
- Prekindergarten/Primary Education (Age 3 through Grade 3)
- Elementary Education (Grades K-6)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.4.A.1.1:</td>
<td>Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.</td>
</tr>
<tr>
<td>SS.4.A.1.2:</td>
<td>Synthesize information related to Florida history through print and electronic media.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.</td>
</tr>
<tr>
<td>SS.4.A.3.1:</td>
<td>Identify explorers who came to Florida and the motivations for their expeditions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.</td>
</tr>
<tr>
<td>SS.4.A.3.2:</td>
<td>Describe causes and effects of European colonization on the Native American tribes of Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.</td>
</tr>
<tr>
<td>SS.4.A.3.3:</td>
<td>Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.</td>
</tr>
<tr>
<td>SS.4.A.3.4:</td>
<td>Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</td>
</tr>
<tr>
<td>SS.4.A.3.5:</td>
<td>Identify the significance of Fort Mose as the first free African community in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.</td>
</tr>
<tr>
<td>SS.4.A.3.6:</td>
<td>Identify the effects of Spanish rule in Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.</td>
</tr>
<tr>
<td>SS.4.A.3.7:</td>
<td>Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</td>
</tr>
<tr>
<td>SS.4.A.3.8:</td>
<td>Explain how the Seminole tribe formed and the purpose for their migration.</td>
</tr>
<tr>
<td>SS.4.A.3.10:</td>
<td>Identify the causes and effects of the Seminole Wars.</td>
</tr>
<tr>
<td>SS.4.A.4.1:</td>
<td>Explain the effects of technological advances on Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.</td>
</tr>
<tr>
<td>SS.4.A.5.1:</td>
<td>Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).</td>
</tr>
</tbody>
</table>
Describe the contributions of significant individuals to Florida.

Clarifications:
Examples may include, but are not limited to, Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor, Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.

Identify Florida's role in World War II.

Clarifications:
Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.

Identify Florida's role in the Civil Rights Movement.

Clarifications:
Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.

Identify Florida's role in the national and international economy and conditions that attract businesses to the state.

Clarifications:
Examples are tourism, agriculture, phosphate, space industry.

Identify physical features of Florida.

Clarifications:
Examples are bodies of water, location, landforms.

Locate and label cultural features on a Florida map.

Clarifications:
Examples are state capitals, major cities, tourist attractions.

Explain how weather impacts Florida.

Clarifications:
Examples are hurricanes, thunderstorms, drought, mild climate.

Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Clarifications:
Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.

Identify Florida's role in World War II.

Clarifications:
Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

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Identify Florida's role in the Civil Rights Movement.

Clarifications:
Examples are state capitals, major cities, tourist attractions.

Explain how weather impacts Florida.

Clarifications:
Examples are hurricanes, thunderstorms, drought, mild climate.
Explain how an author uses reasons and evidence to support particular points in a text.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using a clear sequence of events and relevant descriptive details.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to questions that clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Identify the reasons and evidence a speaker provides to support particular points.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to advance from one event to another, and to link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and, try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze
### General Course Information and Notes

**GENERAL NOTES**

**Fourth Grade: Florida Studies** - The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:

- Definition of government
- American identity
- Costs, benefits of unity/diversity
- Contacting public officials, agencies
- The concept of nation
- Interaction among nations in the areas of trade, diplomacy, cultural context, treaties and agreements, and military force
- Importance of peaceful resolution of international conflicts
- Healthy functioning of American constitutional democracy
- Criteria for selecting leaders

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Additional content that may be contained in the NAEP Grade 4 Geography assessment includes:

- Spatial units, features, and patterns
- The earth's environment, its limited capacity, human effect on it
- Relationships between and among places, changes in technology affecting connections among people and places
- Regional patterns of function
- Geographic factors contributing to conflict and cooperation in a variety of settings

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Additional content that may be contained in the NAEP Grade 4 United States History assessment includes:

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

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

Instructional Practices

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

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

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

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English Language Development ELD Standards Special Notes Section:

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
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<td>SS.4.A.1.1</td>
<td>Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.</td>
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<td>SS.4.A.1.2</td>
<td>Synthesize information related to Florida history through print and electronic media.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.</td>
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<tr>
<td>SS.4.A.2.1</td>
<td>Compare Native American tribes in Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.</td>
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<td>SS.4.A.3.1</td>
<td>Identify explorers who came to Florida and the motivations for their expeditions.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.</td>
</tr>
<tr>
<td>SS.4.A.3.2</td>
<td>Describe causes and effects of European colonization on the Native American tribes of Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.</td>
</tr>
<tr>
<td>SS.4.A.3.3</td>
<td>Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.</td>
</tr>
<tr>
<td>SS.4.A.3.4</td>
<td>Explain the purpose of and daily life on missions (San Luis de Talmalí in present-day Tallahassee).</td>
</tr>
<tr>
<td>SS.4.A.3.5</td>
<td>Identify the significance of Fort Mose as the first free African community in the United States.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.</td>
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<td>SS.4.A.3.6</td>
<td>Identify the effects of Spanish rule in Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.</td>
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<tr>
<td>SS.4.A.3.7</td>
<td>Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</td>
</tr>
<tr>
<td>SS.4.A.3.8</td>
<td>Explain how the Seminole tribe formed and the purpose for their migration.</td>
</tr>
<tr>
<td>SS.4.A.3.10</td>
<td>Identify the causes and effects of the Seminole Wars.</td>
</tr>
<tr>
<td>SS.4.A.3.11</td>
<td>Explain the effects of technological advances on Florida.</td>
</tr>
<tr>
<td>SS.4.A.4.1</td>
<td>Describe pioneer life in Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.</td>
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<tr>
<td>SS.4.A.4.2</td>
<td>Describe Florida’s involvement (secession, blockades of ports, the battles of Ft. Pickens, Okolasee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.</td>
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<tr>
<td>SS.4.A.5.1</td>
<td>Summarize challenges Floridians faced during Reconstruction.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.</td>
</tr>
<tr>
<td>SS.4.A.5.2</td>
<td>Describe the economic development of Florida’s major industries.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).</td>
</tr>
<tr>
<td>SS.4.A.6.1</td>
<td>Summarize contributions immigrant groups made to Florida.</td>
</tr>
</tbody>
</table>


| SS.4.A.6.2 | **Clarifications:**

Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

**Description:**
Describe the contributions of significant individuals to Florida.

SS.4.A.6.3 | **Clarifications:**
Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.

**Description:**
Describe effects of the Spanish American War on Florida.

SS.4.A.6.4 | **Clarifications:**
Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.

**Description:**
Describe the causes and effects of the 1920's Florida land boom and bust.

SS.4.A.7.1 | **Clarifications:**
Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.

**Description:**
Summarize challenges Floridians faced during the Great Depression.

SS.4.A.7.2 | **Clarifications:**
Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.

**Description:**
Identify Florida's role in the Civil Rights Movement.

SS.4.A.7.3 | **Clarifications:**
Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

**Description:**
Identify Florida's role in World War II.

SS.4.A.8.1 | **Clarifications:**
Examples may include, but are not limited to, land speculation.

**Description:**
Identify how and why immigration impacts Florida today.

SS.4.A.8.2 | **Clarifications:**
Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

**Description:**
Describe how how tourism affects Florida's economy and growth.

SS.4.A.8.3 | **Clarifications:**
Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.

**Description:**
Describe Florida's role in the national and international economy and conditions that attract businesses to the state.

SS.4.A.8.4 | **Clarifications:**
Examples are voting, petitioning, conservation, recycling.

**Description:**
Identify ways citizens work together to influence government and help solve community and state problems.

SS.4.A.9.1 | **Clarifications:**
Examples are voting, petitioning, conservation, recycling.

**Description:**
Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

SS.4.A.9.2 | **Clarifications:**
Examples are voting, petitioning, conservation, recycling.

**Description:**
Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

SS.4.B.1.1 | **Clarifications:**
Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.

**Description:**
Identify Florida's role in the Civil Rights Movement.

SS.4.B.1.2 | **Clarifications:**
Examples are tourism, agriculture, phosphate, space industry.

**Description:**
Identify physical features of Florida.

SS.4.B.1.3 | **Clarifications:**
Examples are bodies of water, location, landforms.

**Description:**
Identify how weather impacts Florida.

SS.4.B.1.4 | **Clarifications:**
Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

**Description:**
Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

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

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

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

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

#### MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

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

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

**MA.K12.MTR.3.1:**

Complete tasks with mathematical fluency.

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

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

**MA.K12.MTR.4.1:**

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

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

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

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

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

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

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

**MA.K12.MTR.6.1:**

Assess the reasonableness of solutions.

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
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| **Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent, and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.  

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

Cite evidence to explain and justify reasoning.  

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K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  

**make inferences to support comprehension.**  

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K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  

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

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

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

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

**Use appropriate voice and tone when speaking or writing.**  

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

**General Course Information and Notes**

**Fourth Grade: Florida Studies** - The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the
important people, places, and events that helped shape Florida history.

Special Notes:
Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:

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- Costs, benefits of unity/diversity
- Contacting public officials, agencies
- The concept of nation
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- Importance of peaceful resolution of international conflicts
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- the earth's environment, its limited capacity, human effect on it
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Additional content that may be contained in the NAEP Grade 4 United States History assessment includes:

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- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

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3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

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

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

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

GENERAL INFORMATION

Course Number: 5021060
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Social Studies > SubSubject: General
Abbreviated Title: SOC STUDIES 4
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
## Educator Certifications

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**Course Status:** State Board Approved

**Grade Level(s):** 4
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**Clarifications:** Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc. |
| SS.4.A.1.2: | Synthesize information related to Florida history through print and electronic media.  
**Clarifications:** Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc. |
**Clarifications:** Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga. |
| SS.4.A.3.1: | Identify explorers who came to Florida and the motivations for their expeditions.  
**Clarifications:** Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan de Luna, and an understanding that 2013 is the quincentennial of the founding of Florida. |
| SS.4.A.3.2: | Describe causes and effects of European colonization on the Native American tribes of Florida.  
**Clarifications:** Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion. |
| SS.4.A.3.3: | Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.  
**Clarifications:** Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements. |
| SS.4.A.3.4: | Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).  
**Clarifications:** Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles. |
| SS.4.A.3.5: | Identify the significance of Fort Mose as the first free African community in the United States.  
**Clarifications:** Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement. |
| SS.4.A.3.6: | Identify the effects of Spanish rule in Florida.  
**Clarifications:** Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food. |
| SS.4.A.3.7: | Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.  
**Clarifications:** Examples may include, but are not limited to, the plantation culture, the First Florida Cavalry. |
| SS.4.A.3.8: | Explain how the Seminole tribe formed and the purpose for their migration.  
**Clarifications:** Examples may include, but are not limited to, the causes and effects of the Seminole Wars. |
**Clarifications:** Examples may include, but are not limited to, the First Florida Cavalry. |
| SS.4.A.3.10: | Summarize contributions immigrant groups made to Florida.  
**Clarifications:** Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating). |
**Clarifications:** Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state. |
| SS.4.A.4.2: | Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Okiea, Ft. Brooke, Natural Bridge, food supply) in the Civil War.  
**Clarifications:** Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry. |
**Clarifications:** Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments. |
| SS.4.A.4.4: | Describe the economic development of Florida's major industries.  
**Clarifications:** Examples may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating). |

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*Social Studies Grade 4 (#5021060) 2023 - And Beyond*
### SS.4.A.6.2: Clarifications:
Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

**Describe the contributions of significant individuals to Florida.**

- Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor, Rawlings.

### SS.4.A.6.3: Clarifications:
Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vicente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.

**Describe effects of the Spanish American War on Florida.**

- Include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.

### SS.4.A.6.4: Clarifications:
Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.

**Describe the causes and effects of the 1920's Florida land boom and bust.**

- Include, but are not limited to, land speculation.

### SS.4.A.7.1: Clarifications:
Examples may include, but are not limited to, land.

**Summarize challenges Floridians faced during the Great Depression.**

- Include, but are not limited to, unemployment, hunger, homelessness.

### SS.4.A.7.2: Clarifications:
Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.

**Identify Florida's role in World War II.**

- Include, but are not limited to, training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.

### SS.4.A.7.3: Clarifications:
Examples may include, but are not limited to, land.

**Identify Florida's role in the Civil Rights Movement.**

- Include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

### SS.4.A.8.1: Clarifications:
Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

**Describe how and why immigration impacts Florida today.**

- Include, but are not limited to, immigration laws, assimilation, diversity.

### SS.4.A.8.2: Clarifications:
Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.

**Describe the effect of the United States space program on Florida's economy and growth.**

- Include, but are not limited to, American Space Shuttle Launch Center near Cape Canaveral.

### SS.4.A.8.3: Clarifications:
Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

**Describe how tourism affects Florida's economy and growth.**

- Include, but are not limited to, tourist attractions, entertainment, and tourism industry.

### SS.4.A.8.4: Clarifications:
Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.

**Utilize timelines to sequence key events in Florida history.**

- Include, but are not limited to, key events in Florida history.

### SS.4.A.9.1: Clarifications:
Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

**Explain Florida's role in the national and international economy and conditions that attract businesses to the state.**

- Include, but are not limited to, natural resources, climate, labor pool, infrastructure.

### SS.4.A.9.2: Clarifications:
Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

**Explain Florida's role in the Civil Rights Movement.**

- Include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

### SS.4.E.1.1: Clarifications:
Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.

**Explain Florida's role in the national and international economy and conditions that attract businesses to the state.**

- Include, but are not limited to, natural resources, climate, labor pool, infrastructure.

### SS.4.E.1.2: Clarifications:
Examples are tourism, agriculture, phosphate, space industry.

**Explain Florida's role in the national and international economy and conditions that attract businesses to the state.**

- Include, but are not limited to, natural resources, climate, labor pool, infrastructure.

### SS.4.E.1.3: Clarifications:
Examples are hurricanes, thunderstorms, drought, mild climate.

**Explain Florida's role in the national and international economy and conditions that attract businesses to the state.**

- Include, but are not limited to, natural resources, climate, labor pool, infrastructure.

### SS.4.E.1.4: Clarifications:
Examples are tourism, agriculture, phosphate, space industry.

**Explain Florida's role in the national and international economy and conditions that attract businesses to the state.**

- Include, but are not limited to, natural resources, climate, labor pool, infrastructure.
**MA.K12.MTR.1.1:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

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

**MA.K12.MTR.2.1:**
- Demonstrate understanding by representing problems in multiple ways.
- Mathematics who demonstrate understanding by representing problems in multiple ways:
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

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

**MA.K12.MTR.3.1:**
- Complete tasks with mathematical fluency.
- Mathematicians who complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

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

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

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

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

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

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

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

Make inferences to support comprehension.

ELA.K12.EE.3.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

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

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

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

Use appropriate voice and tone when speaking or writing.

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

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

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.4.C.2.4: Recognize types of school rules and community laws that promote health and disease prevention.

**Clarifications:**
Helmet law, clean indoor-air laws, and speed limits.
Fourth Grade: Florida Studies - The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

Special Notes:
Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:
- Definition of government
- American identity
- Costs, benefits of unity/diversity
- Contacting public officials, agencies
- The concept of nation
- Interaction among nations in the areas of trade, diplomacy, cultural context, treaties and agreements, and military force
- Importance of peaceful resolution of international conflicts
- Healthy functioning of American constitutional democracy
- Criteria for selecting leaders
The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Additional content that may be contained in the NAEP Grade 4 Geography assessment includes:
- spatial units, features, and patterns
- the earth's environment, its limited capacity, human effect on it
- relationships between and among places, changes in technology affecting connections among people and places
- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings
The NAEP frameworks for Geography may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf

Additional content that may be contained in the NAEP Grade 4 United States History assessment includes:
- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World
The NAEP frameworks for United States History may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf

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

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

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

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

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>Social Studies (Elementary Grades 1-6)</td>
</tr>
<tr>
<td>Elementary Education (Grades K-6)</td>
</tr>
</tbody>
</table>

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**Course Number:** 5021060  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 4

**Course Path:** Grades PreK to 12 Education  
**Course Section:** Grades PreK to 5 Education  
**Subject:** Social Studies  
**SubSubject:** General  
**Abbreviated Title:** SOC STUDIES 4  
**Course Length:** Year (Y)  
**Course Attributes:**  
- Class Size Core Required
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.5.A.1.1:</td>
<td>Use primary and secondary sources to understand history.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs. Examples of all of these forms of primary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.5.A.1.2:</td>
<td>Utilize timelines to identify and discuss American History time periods.</td>
</tr>
<tr>
<td>SS.5.A.2.1:</td>
<td>Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, those listed in the benchmark.</td>
</tr>
<tr>
<td>SS.5.A.2.2:</td>
<td>Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, those listed in the benchmark.</td>
</tr>
<tr>
<td>SS.5.A.2.3:</td>
<td>Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.</td>
</tr>
<tr>
<td>SS.5.A.3.1:</td>
<td>Describe technological developments that shaped European exploration.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.</td>
</tr>
<tr>
<td>SS.5.A.3.2:</td>
<td>Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.</td>
</tr>
<tr>
<td>SS.5.A.4.1:</td>
<td>Identify the economic, political and socio-cultural motivation for colonial settlement.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade.</td>
</tr>
<tr>
<td>SS.5.A.4.2:</td>
<td>Compare characteristics of New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.</td>
</tr>
<tr>
<td>SS.5.A.4.3:</td>
<td>Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.</td>
</tr>
<tr>
<td>SS.5.A.4.4:</td>
<td>Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.</td>
</tr>
<tr>
<td>SS.5.A.4.5:</td>
<td>Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</td>
</tr>
<tr>
<td>SS.5.A.4.6:</td>
<td>Describe the introduction, impact, and role of slavery in the colonies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).</td>
</tr>
<tr>
<td>SS.5.A.5.1:</td>
<td>Identify and explain significant events leading up to the American Revolution.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.</td>
</tr>
<tr>
<td>SS.5.A.5.2:</td>
<td>Identify significant individuals and groups who played a role in the American Revolution.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.</td>
</tr>
<tr>
<td>SS.5.A.5.3:</td>
<td>Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</td>
</tr>
<tr>
<td>Standard</td>
<td>Clarifications</td>
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<tr>
<td>SS.A.5.3:</td>
<td>Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.</td>
</tr>
<tr>
<td>SS.A.5.4:</td>
<td>Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phillis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.</td>
</tr>
<tr>
<td>SS.A.5.5:</td>
<td>Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.</td>
</tr>
<tr>
<td>SS.A.5.6:</td>
<td>Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Steuben (aka de Steuben), Pulaski, Haiti.</td>
</tr>
<tr>
<td>SS.A.5.7:</td>
<td>Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.</td>
</tr>
<tr>
<td>SS.A.5.8:</td>
<td>Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.</td>
</tr>
<tr>
<td>SS.A.5.9:</td>
<td>Examples may include, but are not limited to, those listed in the benchmark.</td>
</tr>
<tr>
<td>SS.A.5.10:</td>
<td>Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, &quot;bundle of compromises.&quot;</td>
</tr>
<tr>
<td>SS.A.6.1:</td>
<td>Identify roles and contributions of significant people during the period of westward expansion.</td>
</tr>
<tr>
<td>SS.A.6.2:</td>
<td>Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.</td>
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<td>SS.A.6.3:</td>
<td>In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.</td>
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<td>Identify the causes and effects of the War of 1812.</td>
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<td>Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.</td>
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<td>Discuss the concept of Manifest Destiny.</td>
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<td>SS.A.6.10:</td>
<td>Explain how westward expansion affected Native Americans.</td>
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<td>SS.C.1.1:</td>
<td>Explain how and why the United States government was created.</td>
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<td>SS.C.1.2:</td>
<td>Define a constitution, and discuss its purposes.</td>
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<td>Examples are John Locke's &quot;state of nature&quot; philosophy, natural rights: rights to life, liberty, property.</td>
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<td>Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</td>
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<td>Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</td>
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<td>SS.C.2.2:</td>
<td>Examples are who participated and how they participated.</td>
</tr>
</tbody>
</table>
the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LAFS.5.SL.2.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.5.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.

LAFS.5.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

LAFS.5.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

LAFS.5.W.2.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.5.W.2.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.5.W.2.6: With some guidance and support from adults, develop, use, and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.5.W.2.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

LAFS.5.W.3.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

LAFS.5.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact"]).

b. Apply grade 5 Reading standards to informational texts (e.g., "Explain an author's uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)").

LAFS.5.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAPS.5.MD.2.2: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies.
Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**General Course Information and Notes**

**GENERAL NOTES**

**Fifth Grade: United States History** - The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History. So that students can see clearly the relationship between cause and effect in history, students should also have the opportunity to understand how individuals and events of this period influenced later events in the development of our nation.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

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

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

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

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

**Additional Instructional Resources**


**GENERAL INFORMATION**
Course Number: 5021070

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Social Studies > SubSubject:
General >

Abbreviated Title: SOC STUDIES 5
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required

Course Status: Course Approved
Grade Level(s): 5

Educator Certifications

<table>
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<th>Educator Certifications</th>
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<td>Elementary Education (Grades K-6)</td>
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<td>Social Science (Grades 5-9)</td>
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## Course Standards

<table>
<thead>
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<th>Name</th>
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| SS.5.A.1.1:   | **Use primary and secondary sources to understand history.**  
*Clarifications:* Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs. Examples of all of these forms of primary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.5.A.1.2:   | **Utilize timelines to identify and discuss American History time periods.**  
*Clarifications:* Examples may include, but are not limited to, those listed in the benchmark.                                                                                                                                                                                     |
| SS.5.A.2.1:   | **Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).**                                                                                                         |
| SS.5.A.2.2:   | **Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).**                                                                 |
| SS.5.A.2.3:   | **Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.**                                                                            |
| SS.5.A.3.1:   | **Describe technological developments that shaped European exploration.**  
*Clarifications:* Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.  
*Examples may include, but are not limited to, those listed in the benchmark.* |
| SS.5.A.3.2:   | **Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.**  
*Clarifications:* In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers. |
| SS.5.A.3.3:   | **Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.**  
*Clarifications:* Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges. |
| SS.5.A.4.1:   | **Identify the economic, political and socio-cultural motivation for colonial settlement.**  
*Clarifications:* Examples may include, but not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade. |
| SS.5.A.4.2:   | **Compare characteristics of New England, Middle, and Southern colonies.**  
*Clarifications:* Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns. |
| SS.5.A.4.3:   | **Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.**  
*Clarifications:* Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore. |
| SS.5.A.4.4:   | **Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.**  
*Clarifications:* Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion. |
| SS.5.A.4.5:   | **Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.**  
*Clarifications:* Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion. |
| SS.5.A.4.6:   | **Describe the introduction, impact, and role of slavery in the colonies.**  
*Clarifications:* Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave). |
| SS.5.A.5.1:   | **Identify and explain significant events leading up to the American Revolution.**  
*Clarifications:* Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms. |
| SS.5.A.5.2:   | **Identify significant individuals and groups who played a role in the American Revolution.**  
*Clarifications:* Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion. |
| SS.5.A.5.3:   | **Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.** |
| SS.A.5.3: | Examine and explain the changing roles and impact of significant women during the American Revolution. |
| **Clarifications:** | Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence. |
| SS.A.5.4: | Examine and compare major battles and military campaigns of the American Revolution. |
| **Clarifications:** | Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage. |
| SS.A.5.5: | Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. |
| **Clarifications:** | Examples may include, but are not limited to, John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property. |
| SS.A.5.6: | Explain economic, military, and political factors which led to the end of the Revolutionary War. |
| **Clarifications:** | Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris. |
| SS.A.5.7: | Evaluate the personal and political hardships resulting from the American Revolution. |
| **Clarifications:** | Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies. |
| SS.A.5.8: | Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). |
| **Clarifications:** | Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts. |
| SS.A.5.9: | Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. |
| **Clarifications:** | Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises." |
| SS.A.5.10: | Describe the causes and effects of the Louisiana Purchase. |
| **Clarifications:** | Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable. |
| SS.A.6.1: | Identify roles and contributions of significant people during the period of westward expansion. |
| **Clarifications:** | In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code. |
| SS.A.6.2: | Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. |
| SS.A.6.3: | Describe the importance of the explorations west of the Mississippi River. |
| **Clarifications:** | Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris. |
| SS.A.6.4: | Identify the causes and effects of the War of 1812. |
| **Clarifications:** | Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail. |
| SS.A.6.5: | Explain how westward expansion affected Native Americans. |
| **Clarifications:** | Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act. |
| SS.A.6.6: | Discuss the concept of Manifest Destiny. |
| SS.A.6.7: | Describe the causes and effects of the Missouri Compromise. |
| SS.A.6.8: | Describe the hardships of settlers along the overland trails to the west. |
| SS.A.6.9: | Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses. |
| **Clarifications:** | Examples are who participated and how they participated. |
| SS.S.1.1: | Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution. |
| SS.S.1.2: | Compare Federalist and Anti-Federalist views of government. |
| SS.S.2.1: | Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution. |
| SS.S.2.2: | Compare forms of political participation in the colonial period to today. |
| SS.S.3.1: | Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence. |
| SS.S.3.2: | Examples are who participated and how they participated. |
Analyze how the Constitution has expanded voting rights from our nation's early history to today.

Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

Describe the amendment process as defined in Article V of the Constitution and give examples.

Find examples of powers granted to the federal government and those reserved for the states.

Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

Provide examples of powers granted to the federal government and those reserved for the states.

Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

Construct maps, charts, and graphs to display geographic information.

Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

Recognize the role of the courts in interpreting law and settling conflicts.

Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Describe the economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Identify the original thirteen colonies on a map of North America.

Identify major United States physical features on a map of North America.

Use latitude and longitude to locate places.

Interpret current and historical information using a variety of geographic tools.

Examples are maps, globes, Geographic Information Systems (GIS).

Examples are Triangular Trade and tobacco.

Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

Examples are maps, globes, Geographic Information Systems (GIS).

Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.

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Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.
MA.K12.MTR.2.1: Choose a representation based on the given context or purpose.

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

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

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

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

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

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

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

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

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or...
English language learners communicate for social and instructional purposes within the school setting.

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

Cite evidence to explain and justify reasoning.

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

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

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

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

Students will be exposed to... adult.

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

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

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

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

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

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

Use appropriate voice and tone when speaking or writing.

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

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

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Give examples of school and public health policies that influence health promotion and disease prevention.

Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.

General Course Information and Notes

GENERAL NOTES

Fifth Grade: United States History - The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History. So that students can see clearly the relationship between cause and effect in history, students should also have the opportunity to understand how individuals and events of this period influenced later events in the development of our nation.

Instructional Practices

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

2. Making close reading and rereading of texts central to lessons.

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4. Requiring students to support answers with evidence from the text.

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

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

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

**Additional Instructional Resources**
## Social Studies Grade 5 (#5021070) 2023 - And Beyond

### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.5.A.1.1:</td>
<td>Use primary and secondary sources to understand history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs. Examples of all of these forms of primary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.5.A.1.2:</td>
<td>Utilize timelines to identify and discuss American History time periods.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, those listed in the benchmark.</td>
</tr>
<tr>
<td>SS.5.A.2.1:</td>
<td>Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, those listed in the benchmark.</td>
</tr>
<tr>
<td>SS.5.A.2.2:</td>
<td>Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, those listed in the benchmark.</td>
</tr>
<tr>
<td>SS.5.A.2.3:</td>
<td>Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.</td>
</tr>
<tr>
<td>SS.5.A.3.1:</td>
<td>Describe technological developments that shaped European exploration.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.</td>
</tr>
<tr>
<td>SS.5.A.3.2:</td>
<td>Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.</td>
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<tr>
<td>SS.5.A.4.1:</td>
<td>Identify the economic, political and socio-cultural motivation for colonial settlement.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade.</td>
</tr>
<tr>
<td>SS.5.A.4.2:</td>
<td>Compare characteristics of New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.</td>
</tr>
<tr>
<td>SS.5.A.4.3:</td>
<td>Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.</td>
</tr>
<tr>
<td>SS.5.A.4.4:</td>
<td>Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.</td>
</tr>
<tr>
<td>SS.5.A.4.5:</td>
<td>Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.</td>
</tr>
<tr>
<td>SS.5.A.4.6:</td>
<td>Describe the introduction, impact, and role of slavery in the colonies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).</td>
</tr>
<tr>
<td>SS.5.A.5.1:</td>
<td>Identify and explain significant events leading up to the American Revolution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.</td>
</tr>
<tr>
<td>SS.5.A.5.2:</td>
<td>Identify significant individuals and groups who played a role in the American Revolution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.</td>
</tr>
</tbody>
</table>
Examine and explain the changing roles and impact of significant women during the American Revolution.

Describe the causes and effects of the Missouri Compromise.

Discuss the concept of Manifest Destiny.

Clarifications:
Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.

Examine and compare major battles and military campaigns of the American Revolution.

Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

Clarifications:
Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.

Clarifications:
Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.

Clarifications:
Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.

Clarifications:
In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.

Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

Clarifications:
Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."

Clarifications:
Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.

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Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.
Describe the history, meaning and significance of the Bill of Rights.
- Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.
- Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.
- Students will explain why colonists would choose to side with the British during the American Revolution.
- Students will examine motivations for the decision to not take a side during the American Revolution.

Compare forms of political participation in the colonial period to today.
- Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).
- Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).

Analyze how the U.S. Constitution expanded civic participation over time.
- Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation indicating, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965.

Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.
- Students will explain what it means for the United States to be a constitutional republic.
- Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.
- Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.

Identify individuals who represent the citizens of Florida at the national level.
- Students will identify Florida's U.S. senators and the U.S. representative for their district.
- Students will discuss the constitutional qualifications for office, term length, authority, duties, activities, and compensation.

Explain symbols and documents that represent the United States.
- Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.
- Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.

Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.
- Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.
- Students will explain why the Constitution divides the national government into three branches.

Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.
- Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.

Describe the process for amending the U.S. Constitution.
- Students will explain why the U.S. Constitution includes the amendment process.
- Students will identify amendments to the U.S. Constitution.

Explain how the U.S. Constitution influenced the Florida Constitution.
- Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).

Explain the relationship between the state and national governments.
- Students will define federalism as it applies to the United States.
- Students will provide examples of powers granted to the national government and those reserved to the states.
- Students will provide examples of cooperation between the U.S. and Florida governments.

Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

Clarifications:
Examples are Triangular Trade and tobacco.

Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Clarifications:
Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

Interpret current and historical information using a variety of geographic tools.

Clarifications:
Examples are maps, globes, Geographic Information Systems (GIS).

Use latitude and longitude to locate places.

Identify major United States physical features on a map of North America.

Clarifications:
Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.

Construct maps, charts, and graphs to display geographic information.

Identify and locate the original thirteen colonies on a map of North America.

Locate and identify states, capitals, and United States Territories on a map.

Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
### SS.5.G.3.1:
- **Clarifications:**
  - An example is the harsh winter in Jamestown.

### SS.5.G.4.1:
- **Clarifications:**
  - Examples are recognizing patterns, mapping, graphing.

### SS.5.G.4.2:
- **Clarifications:**
  - Use geography concepts and skills such as recognizing, mapping, graphing to find solutions for local, state, or national problems.

### SS.5.G.4.1:
- **Clarifications:**
  - Use geographic knowledge and skills when discussing current events.

### SS.5.H.1.1:
- **Clarifications:**
  - Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
  - Examples include the persecution and murder of European Jews by Nazi Germany and its collaborators.

### MA.K12.MTR.1.1:
- **Clarifications:**
  - Teachers who encourage students to participate actively in effortful learning both individually and with others:
    - Cultivate a community of growth mindset learners.
    - Foster perseverance in students by choosing tasks that are challenging.
    - Develop students' ability to analyze and problem solve.
    - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:
- **Clarifications:**
  - Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
    - Help students make connections between concepts and representations.
    - Guide students from concrete to pictorial to abstract representations as understanding progresses.
    - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
- **Clarifications:**
  - Teachers who encourage students to complete tasks with mathematical fluency:
    - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
    - Offer multiple opportunities for students to practice efficient and generalizable methods.
    - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
- **Clarifications:**
  - Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
    - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
    - Create opportunities for students to discuss their thinking with peers.
    - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
    - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.4.1:
- **Clarifications:**
  - Use patterns and structure to help understand and connect mathematical concepts.
  - Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

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

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

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

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

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

Cite evidence to explain and justify reasoning.

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

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

Use the accepted rules governing a specific format to create quality work.
**General Course Information and Notes**

**Fifth Grade: United States History** - The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History. So that students can see clearly the relationship between cause and effect in history, students should also have the opportunity to understand how individuals and events of this period influenced later events in the development of our nation.

**Instructional Practices**

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

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

2. Making close reading and rereading of texts central to lessons.

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

**Additional Instructional Resources**


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**GENERAL INFORMATION**

**Course Number:** 5021070

- **Course Path:** Section: Grades PreK to 12 Education
- **Courses:** Grade Group: Grades PreK to 5 Education
- **Courses:** Subject: Social Studies > SubSubject: General
- **Abbreviated Title:** SOC STUDIES 5
- **Course Length:** Year (Y)
- **Course Attributes:**
  - Class Size Core Required
- **Course Status:** Draft - Course Pending Approval
- **Grade Level(s):** 5
## Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>Social Studies (Elementary Grades 1-6)</td>
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<td>Name</td>
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<td>SS.8.A.1.1:</td>
<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfnds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfnds.pdf</a>.</td>
</tr>
<tr>
<td>SS.8.A.1.2:</td>
<td>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</td>
</tr>
<tr>
<td>SS.8.A.1.3:</td>
<td>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</td>
</tr>
<tr>
<td>SS.8.A.1.4:</td>
<td>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</td>
</tr>
<tr>
<td>SS.8.A.1.5:</td>
<td>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.8.A.1.6:</td>
<td>Compare interpretations of key events and issues throughout American History.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, historiography.</td>
</tr>
<tr>
<td>SS.8.A.1.7:</td>
<td>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</td>
</tr>
<tr>
<td>SS.8.A.2.1:</td>
<td>Compare the characteristics of the New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</td>
</tr>
<tr>
<td>SS.8.A.2.2:</td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</td>
</tr>
<tr>
<td>SS.8.A.2.3:</td>
<td>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</td>
</tr>
<tr>
<td>SS.8.A.2.4:</td>
<td>Discuss the impact of colonial settlement on Native American populations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</td>
</tr>
<tr>
<td>SS.8.A.2.5:</td>
<td>Examine the causes, course, and consequences of the French and Indian War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
</tr>
<tr>
<td>SS.8.A.2.6:</td>
<td>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
</tr>
<tr>
<td>SS.8.A.2.7:</td>
<td>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</td>
</tr>
<tr>
<td>SS.8.A.3.1:</td>
<td>Explain American colonial reaction to British policy from 1763 - 1774.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
</tr>
<tr>
<td>SS.8.A.3.2:</td>
<td>Identify influential groups to both the American and British war efforts during the American Revolutionary War and their effects.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
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</tr>
</tbody>
</table>
| SS.8.A.3.4 | Examine the structure, content, and consequences of the Declaration of Independence.  
**Clarifications:** Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians. |
| SS.8.A.3.5 | Describe the influence of individuals on social and political developments during the Revolutionary era.  
**Clarifications:** Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley. |
| SS.8.A.3.6 | Examine the causes, course, and consequences of the American Revolution.  
**Clarifications:** Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris. |
| SS.8.A.3.7 | Examine the experience and perspectives of significant individuals and groups during this era of American History.  
**Clarifications:** Examples may include, but are not limited to, women, children, African Americans, indentured servants, Native Americans, slaves, women, working class. |
| SS.8.A.3.8 | Examine the causes, course, and consequences of the Constitutional Convention.  
**Clarifications:** Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds. |
| SS.8.A.3.9 | Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.  
**Clarifications:** Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Dickens, Douglass, C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley. |
| SS.8.A.3.10 | Examine the causes, course, and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three- Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).  
**Clarifications:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period. |
| SS.8.A.3.11 | Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.  
**Clarifications:** Examples may include, but are not limited to, Jefferson's Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807. |
**Clarifications:** Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address. |
| SS.8.A.3.13 | Examine major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.  
**Clarifications:** Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges. |
| SS.8.A.3.14 | Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Adams-Onis Treaty, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).  
**Clarifications:** Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address. |
| SS.8.A.3.15 | Examine the causes, course, and consequences of the Civil War.  
**Clarifications:** Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850. |
| SS.8.A.3.16 | Examine key events in Florida history as each impacts this era of American history.  
**Clarifications:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period. |
| SS.8.A.4.1 | Examine the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.  
**Clarifications:** Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, working class. |
| SS.8.A.4.2 | Examine the causes, course, and consequences of the Civil War.  
**Clarifications:** Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850. |
| SS.8.A.4.3 | Examine the causes, course, and consequences of the Civil War.  
**Clarifications:** Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicans, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties. |
| SS.8.A.4.4 | Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.  
**Clarifications:** Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroad. |
| SS.8.A.4.5 | Identify technological improvements (inventions/inventors) that contributed to industrial growth.  
**Clarifications:** Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine. |
| SS.8.A.4.6 | Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.  
**Clarifications:** Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman. |
| SS.8.A.4.7 | Describe the influence of individuals on social and political developments of this era in American History.  
**Clarifications:** Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman. |
| SS.8.A.4.8 | Analyze the causes, course, and consequences of the Second Great Awakening on social reform movements.  
**Clarifications:** Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Dickens, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman. |
SS.A.4.10: Clarifications:
Examples may include, but are not limited to, technology, resources, alliances, geographic, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

SS.A.4.11: Clarifications:
Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

SS.A.4.12: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.4.13: Clarifications:
Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

SS.A.4.14: Clarifications:
Examples may include, but are not limited to, technology, resources, alliances, geographic, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

SS.A.4.15: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.4.16: Clarifications:
Examples may include, but are not limited to, technology, resources, alliances, geographic, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

SS.A.4.17: Clarifications:
Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

SS.A.4.18: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.5.1: Clarifications:
Examples may include, but are not limited to, technology, resources, alliances, geographic, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

SS.A.5.2: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.5.3: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.5.4: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.5.5: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.5.6: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.5.7: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.A.5.8: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.B.1.1: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.B.1.2: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.B.1.3: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.B.1.4: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

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SS.B.1.6: Clarifications:
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SS.B.1.7: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.B.1.8: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.
**SS.8.E.2.3:** Assess the role of Africans and other minority groups in the economic development of the United States.

**SS.8.E.3.1:** Evaluate domestic and international interdependence.

**SS.8.G.1.1:** Use maps to explain physical and cultural attributes of major regions throughout American history.

**SS.8.G.1.2:** Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

**SS.8.G.2.1:** Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

**SS.8.G.2.2:** Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

**SS.8.G.2.3:** Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

**SS.8.G.3.1:** Locate and describe in geographic terms the major ecosystems of the United States.

**SS.8.G.3.2:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

**SS.8.G.4.1:** Interpret population growth and other demographic data for any given place in the United States throughout its history.

**SS.8.G.4.2:** Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

**SS.8.G.4.3:** Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

**SS.8.G.4.4:** Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

**SS.8.G.4.5:** Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

**SS.8.G.4.6:** Use political maps to describe changes in boundaries and governance throughout American history.

**SS.8.G.5.1:** Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

**SS.8.G.5.2:** Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

**SS.8.G.6.1:** Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

**SS.8.G.6.2:** Illustrate places and events in U.S. history through the use of narratives and graphic representations.

**LAFS.68.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

**LAFS.68.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**LAFS.68.RH.1.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.68.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**LAFS.68.RH.2.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**LAFS.68.RH.2.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**LAFS.68.RH.3.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**LAFS.68.RH.3.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

**LAFS.68.RH.3.9:** Analyze the relationship between a primary and secondary source on the same topic.

**LAFS.68.WHST.1.1:** Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

de. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.68.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LAFS.68.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.68.WHST.2.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Relation to Course: Supporting</th>
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<tbody>
<tr>
<td>LAFS.6.WHST.2.6:</td>
<td>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</td>
</tr>
<tr>
<td>LAFS.6.WHST.3.7:</td>
<td>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
</tr>
<tr>
<td>LAFS.6.WHST.3.8:</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>LAFS.6.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>LAFS.6.WHST.4.10:</td>
<td>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
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</table>

**LAFS.8.SL.1.1:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  b. Follow rules for collegiate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**LAFS.8.SL.1.2:**

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**LAFS.8.SL.1.3:**

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**LAFS.8.SL.2.4:**

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**MAFS.6.SP.2.4:**

- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

**MAFS.6.SP.2.5:**

- Summarize numerical data sets in relation to their context, such as by:
  a. Reporting the number of observations.
  b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
  c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
  d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

**MAFS.K12.MP.1.1:**

- Make sense of problems and persevere in solving them.

  Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K12.MP.3.1:**

- Construct viable arguments and critique the reasoning of others.

  Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments using concrete referents or sources; and quote or paraphrase the data and conclusions of others.

**MAFS.K12.MP.5.1:**

- Use appropriate tools strategically.

  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.6.1:**

- Attend to precision.

  Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and
efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

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

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.B.C.2.4:**

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</td>
</tr>
</tbody>
</table>

## General Course Information and Notes

### GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

### Mathematics Benchmark Guidance

Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

### Instructional Practices

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

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

### Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

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

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

### Additional Instructional Resources:


## GENERAL INFORMATION

**Course Number:** 2100010

- **Course Path:** Section: Grades PreK to 12 Education
  - Courses > Grade Group: Grades 6 to 8 Education
  - Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories
- **Abbreviated Title:** M/J US HIST
<table>
<thead>
<tr>
<th>Educator Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
<tr>
<td>Elementary Education (Grades K-6)</td>
</tr>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
</tr>
</tbody>
</table>

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.8.A.1.1</td>
<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a>.</td>
</tr>
<tr>
<td>SS.8.A.1.2</td>
<td>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</td>
</tr>
<tr>
<td>SS.8.A.1.3</td>
<td>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</td>
</tr>
<tr>
<td>SS.8.A.1.4</td>
<td>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</td>
</tr>
<tr>
<td>SS.8.A.1.5</td>
<td>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.8.A.1.6</td>
<td>Compare interpretations of key events and issues throughout American History.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, historiography.</td>
</tr>
<tr>
<td>SS.8.A.1.7</td>
<td>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</td>
</tr>
<tr>
<td>SS.8.A.2.1</td>
<td>Compare the characteristics of the New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</td>
</tr>
<tr>
<td>SS.8.A.2.2</td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</td>
</tr>
<tr>
<td>SS.8.A.2.3</td>
<td>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</td>
</tr>
<tr>
<td>SS.8.A.2.4</td>
<td>Discuss the impact of colonial settlement on Native American populations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</td>
</tr>
<tr>
<td>SS.8.A.2.5</td>
<td>Examine the causes, course, and consequences of the French and Indian War.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
</tr>
<tr>
<td>SS.8.A.2.6</td>
<td>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
</tr>
<tr>
<td>SS.8.A.2.7</td>
<td>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
</tr>
<tr>
<td>SS.8.A.2.8</td>
<td>Explain American colonial reaction to British policy from 1763 - 1774.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
</tr>
<tr>
<td>SS.8.A.2.9</td>
<td>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</td>
</tr>
<tr>
<td>SS.8.A.3.1</td>
<td>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.8.A.3.4:</td>
<td>Examine the structure, content, and consequences of the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</td>
</tr>
<tr>
<td>SS.8.A.3.5:</td>
<td>Describe the influence of individuals on social and political developments during the Revolutionary era.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</td>
</tr>
<tr>
<td>SS.8.A.3.6:</td>
<td>Examine the causes, course, and consequences of the American Revolution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</td>
</tr>
<tr>
<td>SS.8.A.3.7:</td>
<td>Examine the structure, content, and consequences of the Declaration of Independence.</td>
</tr>
<tr>
<td>SS.8.A.3.8:</td>
<td>Examine the causes, course, and consequences of the Second Great Awakening on social reform movements.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</td>
</tr>
<tr>
<td>SS.8.A.3.9:</td>
<td>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</td>
</tr>
<tr>
<td>SS.8.A.3.10:</td>
<td>Examine the causes and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).</td>
</tr>
<tr>
<td>SS.8.A.3.11:</td>
<td>Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but aren't limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</td>
</tr>
<tr>
<td>SS.8.A.3.15:</td>
<td>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</td>
</tr>
<tr>
<td>SS.8.A.3.16:</td>
<td>Examine key events in Florida history as each impacts this era of American history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</td>
</tr>
<tr>
<td>SS.8.A.4.1:</td>
<td>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</td>
</tr>
<tr>
<td>SS.8.A.4.2:</td>
<td>Describe the debate surrounding the spread of slavery into western territories and Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</td>
</tr>
<tr>
<td>SS.8.A.4.3:</td>
<td>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicans, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</td>
</tr>
<tr>
<td>SS.8.A.4.4:</td>
<td>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</td>
</tr>
<tr>
<td>SS.8.A.4.5:</td>
<td>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.</td>
</tr>
<tr>
<td>SS.8.A.4.6:</td>
<td>Analyze the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</td>
</tr>
<tr>
<td>SS.8.A.4.7:</td>
<td>Describe the influence of individuals on social and political developments of this era in American History.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</td>
</tr>
<tr>
<td>SS.8.A.4.8:</td>
<td>Analyze the causes, course, and consequences of the Second Great Awakening on social reform movements.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Wheatley.</td>
</tr>
</tbody>
</table>
### Assess the role of Africans and other minority groups in the economic development of the United States.

**Clarifications:**
Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

### Evaluate domestic and international interdependence.

**Clarifications:**
Examples are triangular trade routes and regional exchange of resources.

### Use maps to explain physical and cultural attributes of major regions throughout American history.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

**Clarifications:**
Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.

### Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

**Clarifications:**
Examples are cataclysmic natural disasters, shipwrecks.

### Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

**Clarifications:**
Examples are catastrophic natural disasters, shipwrecks.

### Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

**Clarifications:**
Examples are triangular trade routes and regional exchange of resources.

### Use geographic terms and tools to identify significant places and regions in American history.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Interpret population growth and other demographic data for any given place in the United States throughout its history.

**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

### Use geographic terms and tools to analyze case studies of regional issues throughout the United States as it expanded its territory.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Interpret databases, case studies, and maps to describe the role of regions in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Use geographic terms and tools to analyze the effects of migration to and within the United States, both on the place of origin and destination.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Use geographic terms and tools to analyze the development, growth, and changing nature of cities and urban centers in the United States over time.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Use political maps to describe changes in boundaries and governance throughout American history.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Describe the impact of human modifications on the physical environment and natural resources to satisfy basic needs in local environments in the United States throughout its history.

**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

### Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

**Clarifications:**
Examples are deforestation, urbanization, agriculture.

### Illustrate places and events in U.S. history through the use of narratives and graphic representations.

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

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

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

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

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
In English language learners communicate information, ideas and concepts for social and instructional purposes within the school setting.

**ELA.K12.EE.6.1:**
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

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

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

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

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

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

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

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

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

**ELD.K12.ELL.SS.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**ELD.K12.ELL.SI.1:**
Critique school and public health policies that influence health promotion and disease prevention.

**HE.B.C.2.4:**
Critique school and public health policies that influence health promotion and disease prevention.

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**GENERAL NOTES**

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

**Instructional Practices**

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

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

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

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

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

Additional Instructional Resources:

GENERAL INFORMATION

Course Number: 2100010
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories
Abbreviated Title: M/J US HIST
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<td>Social Science (Grades 6-12)</td>
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<td>Elementary Education (Grades K-6)</td>
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<td>Elementary Education (Elementary Grades 1-6)</td>
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M/J United States History (#2100010) 2023 - And Beyond

Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.68.HE.1.1:</td>
<td>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. Students will analyze how antisemitism led to and contributed to the Holocaust. Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</td>
</tr>
<tr>
<td>SS.8.A.1.1:</td>
<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</td>
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<tr>
<td>SS.8.A.1.2:</td>
<td>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</td>
</tr>
<tr>
<td>SS.8.A.1.3:</td>
<td>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</td>
</tr>
<tr>
<td>SS.8.A.1.4:</td>
<td>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</td>
</tr>
<tr>
<td>SS.8.A.1.5:</td>
<td>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</td>
</tr>
<tr>
<td>SS.8.A.1.6:</td>
<td>Compare interpretations of key events and issues throughout American History.</td>
</tr>
<tr>
<td>SS.8.A.1.7:</td>
<td>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</td>
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<tr>
<td>SS.8.A.2.1:</td>
<td>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</td>
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<tr>
<td>SS.8.A.2.2:</td>
<td>Compare the characteristics of the New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td>SS.8.A.2.3:</td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</td>
</tr>
<tr>
<td>SS.8.A.2.4:</td>
<td>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</td>
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<tr>
<td>SS.8.A.2.5:</td>
<td>Discuss the impact of colonial settlement on Native American populations.</td>
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<tr>
<td>SS.8.A.2.6:</td>
<td>Examine the causes, course, and consequences of the French and Indian War.</td>
</tr>
<tr>
<td>SS.8.A.2.7:</td>
<td>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</td>
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<tr>
<td>SS.8.A.3.1:</td>
<td>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</td>
</tr>
<tr>
<td>SS.8.A.3.2:</td>
<td>Explain American colonial reaction to British policy from 1763 - 1774.</td>
</tr>
</tbody>
</table>
Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

Describe the influence of individuals on social and political developments during the Revolutionary era.

Examine the causes, course, and consequences of the American Revolution.

Examine individuals and groups that affected political and social motivations during the American Revolution.

Examine the structure, content, and consequences of the Declaration of Independence.

Examine the influences of George Washington's presidency in the formation of the new nation.

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

Examine the structure, content, and consequences of the Declaration of Independence.

Examine the course and consequences of the Constitutional Convention

Examine the course and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

Examine the reasons and motivations of American Revolutionary efforts.

Examine the causes, course, and consequences of the American Revolution.

Describe the debate surrounding the spread of slavery into western territories and Florida.

Describe the influence of individuals on social and political developments during the Revolutionary era.

Examine the causes, course, and consequences of the American Revolution.

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

Describe the influence of individuals on social and political developments of this era in American History.
### SS.8.A.4.9:
**Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.**

**Clarifications:**
- Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

### SS.8.A.4.10:
**Analyze the impact of technological advancements on the agricultural economy and slave labor.**

**Clarifications:**
- Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

### SS.8.A.4.11:
**Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.**

### SS.8.A.4.12:
**Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.**

### SS.8.A.4.13:
**Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.**

### SS.8.A.4.14:
**Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).**

### SS.8.A.4.15:
**Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.**

**Identify key ideas and influences of Jacksonian democracy.**

### SS.8.A.4.16:
**Examine key events and peoples in Florida history as each impacts this era of American history.**

**Clarifications:**
- Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing Florida as a state, Florida's admittance to the Union as 27th state.

### SS.8.A.4.18:
**Analyze and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Jim Crow Klan).**

### SS.8.A.5.1:
**Analyze the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).**

**Identify and analyze the role of slavery in the development of sectional conflict.**

### SS.8.A.5.2:
**Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.**

**Clarifications:**
- Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

### SS.8.A.5.3:
**Examine key events and peoples in Florida history as each impacts this era of American history.**

**Clarifications:**
- Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

### SS.8.A.5.4:
**Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.**

**Clarifications:**
- Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

### SS.8.A.5.5:
**Analyze the impact of technological advancements on the agricultural economy and slave labor.**

**Clarifications:**
- Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

### SS.8.A.5.6:
**Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.**

**Clarifications:**
- Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

### SS.8.A.5.7:
**Analyze the impact of technological advancements on the agricultural economy and slave labor.**

**Clarifications:**
- Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

### SS.8.A.5.8:
**Analyze the impact of technological advancements on the agricultural economy and slave labor.**

**Clarifications:**
- Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

### SS.8.CG.1.1:
**Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.**

**Clarifications:**
- Examples may include, but are not limited to, the 1838 Florida Constitution and 1868 Florida Constitution.

### SS.8.CG.1.2:
**Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).**

**Clarifications:**
- Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

### SS.8.CG.1.3:
**Examine the causes, course, and consequences of the Second Great Awakening on social reform movements.**

**Clarifications:**
- Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.
Identify the constitutional provisions for establishing citizenship.

- Students will explain how the 14th Amendment establishes citizenship.

SS.8.CG.2.2: Compare the responsibilities of citizens at the local, state and national levels.

- Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).

SS.8.CG.2.3: Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.

- Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

SS.8.CG.2.4: Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.

- Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

SS.8.CG.2.5: Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

- Students will explain the meaning and purpose of each amendment in the Bill of Rights.
- Students will describe how the Bill of Rights affects citizens and government.

SS.8.CG.2.6: Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

- Students will identify constitutional amendments that address voting rights.
- Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

SS.8.CG.3.1: Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

- Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

SS.8.E.1.1: Clarifications:
- Examples are triangular trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, The Civil War, Reconstruction.

SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

SS.8.E.2.2: Clarifications:
- Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.

SS.8.E.3.1: Evaluate domestic and international interdependence.

SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.

SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.

SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interactions in the United States.

SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.

SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

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

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

**Mathematics who assess the reasonableness of solutions:**
- Estimate to discover possible solutions.
- Connect solutions of problems to more complicated large-scale situations.
- Look for similarities among problems.
- Relate previously learned concepts to new concepts.
- Decompose a complex problem into manageable parts.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Focus on relevant details within a problem.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

**Teachers who encourage students to participate actively in effortful learning both individually and with others:**
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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

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

**Mathematics who complete tasks with mathematical fluency:**
- Develop students' ability to justify methods and compare their responses to the responses of their peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Offer opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency.
- Provide opportunities for students to discuss their thinking with peers.
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Foster perseverance in students by choosing tasks that are challenging.
- Cultivate a community of growth mindset learners.

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

**Mathematics who assess the reasonableness of solutions:**
- Estimate to discover possible solutions.
- Connect solutions of problems to more complicated large-scale situations.
- Look for similarities among problems.
- Relate previously learned concepts to new concepts.
- Decompose a complex problem into manageable parts.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Focus on relevant details within a problem.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Teachers who encourage students to participate actively in effortful learning both individually and with others:**
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

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

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

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

**Read and comprehend grade-level complex texts proﬁciently.**

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

**Make inferences to support comprehension.**

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

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

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

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

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

**Use appropriate voice and tone when speaking or writing.**

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

**Critique school and public health policies that inﬂuence health promotion and disease prevention.**

**Clariﬁcations:**
Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.
General Course Information and Notes

GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Instructional Practices

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

Additional Instructional Resources:


GENERAL INFORMATION

Course Number: 2100010
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
Abbreviated Title: M/J US HIST
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 2

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications
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<tr>
<th>Subject</th>
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<tr>
<td>History</td>
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<td>Middle Grades Integrated Curriculum</td>
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<td>Elementary Education</td>
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## Course Standards

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<td>SS.8.A.1.1:</td>
<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score). Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12total/finds.pdf">http://www.fldoe.org/bii/library_media/pdf/12total/finds.pdf</a>.</td>
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<tr>
<td>SS.8.A.1.2:</td>
<td>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. <strong>Clarifications:</strong> Analyze current events relevant to American History topics through a variety of electronic and print media resources.</td>
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<tr>
<td>SS.8.A.1.3:</td>
<td>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.8.A.1.4:</td>
<td>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. <strong>Clarifications:</strong> Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</td>
</tr>
<tr>
<td>SS.8.A.1.5:</td>
<td>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. <strong>Clarifications:</strong> This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</td>
</tr>
<tr>
<td>SS.8.A.1.6:</td>
<td>Compare the characteristics of the New England, Middle, and Southern colonies. <strong>Clarifications:</strong> Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</td>
</tr>
<tr>
<td>SS.8.A.1.7:</td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. <strong>Clarifications:</strong> Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</td>
</tr>
<tr>
<td>SS.8.A.2.1:</td>
<td>Identify the impact of key colonial figures on the economic, political, and social development of the colonies. <strong>Clarifications:</strong> Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</td>
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<td>SS.8.A.2.2:</td>
<td>Discuss the impact of colonial settlement on Native American populations. <strong>Clarifications:</strong> Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</td>
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<td>SS.8.A.2.3:</td>
<td>Examine the causes, course, and consequences of the French and Indian War. <strong>Clarifications:</strong> Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
</tr>
<tr>
<td>SS.8.A.2.4:</td>
<td>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. <strong>Clarifications:</strong> Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</td>
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<td>SS.8.A.2.5:</td>
<td>Explain American colonial reaction to British policy from 1763 - 1774. <strong>Clarifications:</strong> Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
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<td>SS.8.A.2.6:</td>
<td>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts. <strong>Clarifications:</strong> Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</td>
</tr>
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SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

**Clarifications:** Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.

**Clarifications:** Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.

SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.

**Clarifications:** Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.

SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.

**Clarifications:** Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.

SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.


**Clarifications:** Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.


**Clarifications:** Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges. Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.

SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

**Clarifications:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.


SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.

**Clarifications:** Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.

SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**Clarifications:** Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicans, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

**Clarifications:** Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

**Clarifications:** Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.

SS.8.A.4.6: Describe the influence of individuals on social and political developments of this era in American History.

**Clarifications:** Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.9: Clarifications:
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

SS.8.A.4.10: Clarifications:
Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.


SS.8.A.4.13: Clarifications:
Examples may include, but are not limited to, McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832] significant to this era of American history.

SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

SS.8.A.4.16: Clarifications:
Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.4.18: Clarifications:
Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

SS.8.A.5.1: Clarifications:
Examples may include, but are not limited to, sectionalism, slavery, states' rights, balance of power in the Senate.

SS.8.A.5.2: Clarifications:
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Grandison Finney, the Beecher family.

SS.8.A.5.3: Clarifications:
Examples may include, but are not limited to, sectionalism, slavery, states' rights, balance of power in the Senate.

SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

SS.8.A.5.5: Clarifications:
Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

SS.8.A.5.6: Clarifications:
Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

SS.8.A.5.7: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

SS.8.A.5.9: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.A.5.10: Clarifications:
Examples may include, but are not limited to, triangular trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

SS.8.E.2.1: Clarifications:
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
| SS.8.E.2.2: | Explain the economic impact of government policies. |
| SS.8.E.2.3: | Assess the role of Africans and other minority groups in the economic development of the United States. |
| SS.8.E.3.1: | Evaluate domestic and international interdependence. |
| SS.8.G.1.1: | Use maps to explain physical and cultural attributes of major regions throughout American history. |
| SS.8.G.1.2: | Use appropriate geographic tools and terms to identify and describe significant places and regions in American history. Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. |
| SS.8.G.2.1: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications. |
| SS.8.G.2.2: | Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time. |
| SS.8.G.2.3: | Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time. |
| SS.8.G.4.1: | Interpret population growth and other demographic data for any given place in the United States throughout its history. |
| SS.8.G.4.2: | Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination. |
| SS.8.G.4.3: | Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory. |
| SS.8.G.4.4: | Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time. |
| SS.8.G.4.5: | Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time. |
| SS.8.G.4.6: | Use political maps to describe changes in boundaries and governance throughout American history. |
| SS.8.G.5.1: | Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States. |
| SS.8.G.5.2: | Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. |
| SS.8.G.6.1: | Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history. Illustrate places and events in U.S. history through the use of narratives and graphic representations. |
| SS.8.G.6.2: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications. |
| LAFS.6.RH.1.1: | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LAFS.6.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| LAFS.6.RH.1.3: | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| LAFS.6.RH.2.4: | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| LAFS.6.RH.2.5: | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| LAFS.6.RH.2.6: | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| LAFS.6.RH.3.7: | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| LAFS.6.RH.3.8: | Distinguish among fact, opinion, and reasoned judgment in a text. |
| LAFS.6.RH.3.9: | Analyze the relationship between a primary and secondary source on the same topic. |
| LAFS.6.WHST.1.1: | Write arguments focused on discipline-specific content. |
| LAFS.6.WHST.1.2: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LAFS.6.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
LAFS.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; focusing on how well purpose and audience have been addressed.

LAFS.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.68.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

LAFS.6.SL.1.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

LAFS.6.SL.2.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

MAFS.6.SP.2.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

**Standard Relation to Course: Supporting**

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using different methods, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their
General Course Information and Notes

GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Mathematics Benchmark Guidance - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards - Students will:

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

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Instructional Practices

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

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

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

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

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled
course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

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

**Additional Instructional Resources:**

### GENERAL INFORMATION

**Course Number:** 2100015

**Course Path:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories > **Abbreviated Title:** M/J US HIST&CAR PLAN

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

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### Educator Certifications

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### Course Standards

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| SS.8.A.1.1 | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf. |
| SS.8.A.1.2 | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.  
**Clarifications:** Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts. |
| SS.8.A.1.3 | Analyze current events relevant to American History topics through a variety of electronic and print media resources.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.8.A.1.4 | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.  
**Clarifications:** Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts. |
| SS.8.A.1.5 | Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.8.A.1.6 | Identify within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.8.A.1.7 | Compare interpretations of key events and issues throughout American History.  
**Clarifications:** Examples may include, but are not limited to, historiography. |
| SS.8.A.2.1 | Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.  
**Clarifications:** This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America. |
| SS.8.A.2.2 | Compare the characteristics of the New England, Middle, and Southern colonies.  
**Clarifications:** Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns. |
| SS.8.A.2.3 | Compare the characteristics of the New England, Middle, and Southern colonies including indentured servants and slaves as labor sources.  
**Clarifications:** Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries. |
| SS.8.A.2.4 | Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  
**Clarifications:** Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert. |
| SS.8.A.2.5 | Discuss the impact of colonial settlement on Native American populations.  
**Clarifications:** Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert. |
| SS.8.A.2.6 | Examine the causes, course, and consequences of the French and Indian War.  
**Clarifications:** Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns. |
| SS.8.A.2.7 | Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.  
**Clarifications:** Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem. |
| SS.8.A.3.4: | Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. |
| SS.8.A.3.5: | Examine the course and consequences of the Constitutional Convention. |
| SS.8.A.3.6: | Evaluate the structure, content, and consequences of the Articles of Confederation and its aspects that led to the Constitutional Convention. |
| SS.8.A.3.7: | Examine the causes, course, and consequences of the American Revolution. |
| SS.8.A.3.8: | Examine individuals and groups that affected political and social motivations during the American Revolution. |
| SS.8.A.3.9: | Examine individuals and groups that affected political and social motivations during the American Revolution. |
| SS.8.A.3.10: | Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution. |
| SS.8.A.3.11: | Examine the experiences and perspectives of significant individuals and groups during this era of American history. |
| SS.8.A.3.12: | Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase). |
| SS.8.A.3.13: | Describe the debate surrounding the spread of slavery into western territories and Florida. |
| SS.8.A.3.14: | Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. |
| SS.8.A.3.15: | Examine key events in Florida history as each impacts this era of American history. |
| SS.8.A.3.16: | Examine the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. |
| SS.8.A.4.1: | Discuss the impact of westward expansion on cultural practices and migrations. |
| SS.8.A.4.2: | Identify technological improvements (inventions/inventors) that contributed to industrial growth. |
| SS.8.A.4.3: | Identify technological improvements (inventions/inventors) that contributed to industrial growth. |
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| SS.8.A.4.6: | Identify technological improvements (inventions/inventors) that contributed to industrial growth. |
| SS.8.A.4.7: | Identify technological improvements (inventions/inventors) that contributed to industrial growth. |
| SS.8.A.4.8: | Analyze the causes, course, and consequences of the Second Great Awakening on social reform movements. |
### SS.8.A.4.9: Clarifications
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

### SS.8.A.4.10: Clarifications
Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

### SS.8.A.4.11: Clarifications

### SS.8.A.4.12: Clarifications
Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

### SS.8.A.4.13: Clarifications
Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

### SS.8.A.4.14: Clarifications
Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

### SS.8.A.4.15: Clarifications
Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history. Identify key ideas and influences of Jacksonian democracy.

### SS.8.A.4.16: Clarifications
Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

### SS.8.A.4.17: Clarifications
Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

### SS.8.A.4.18: Clarifications
Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

### SS.8.A.5.1: Clarifications
Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

### SS.8.A.5.2: Clarifications
Examine the role of slavery in the development of sectional conflict.

### SS.8.A.5.3: Clarifications
Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

### SS.8.A.5.4: Clarifications
Identify key events and peoples in Florida history as each impacts this era of American history.

### SS.8.A.5.5: Clarifications
Compare Union and Confederate strengths and weaknesses.

### SS.8.A.5.6: Clarifications
Compare significant Civil War battles and events and their effects on civilian populations.

### SS.8.A.5.7: Clarifications
Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.A.5.8: Clarifications
Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### SS.8.B.1.1: Clarifications
Identify the constitutional provisions for establishing citizenship.

### SS.8.B.1.2: Clarifications
Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

### SS.8.B.1.3: Clarifications
Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

### SS.8.B.1.4: Clarifications
Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

### SS.8.B.1.5: Clarifications
Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

### SS.8.B.1.6: Clarifications
Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

### SS.8.C.1.1: Clarifications
Evaluate and compare the essential ideals and principles of American and European cultures.

### SS.8.C.1.2: Clarifications
Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

### SS.8.C.1.3: Clarifications
Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

### SS.8.C.2.1: Clarifications
Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
Assess the role of Africans and other minority groups in the economic development of the United States.

Evaluate domestic and international interdependence.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

Use political maps to describe changes in boundaries and governance throughout American history.

Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

Use geographic terms and tools to analyze case studies of regional exchange of resources.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

Interpret population growth and other demographic data for any given place in the United States throughout its history.

Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

Use geographic terms and tools to analyze cultural diffusion throughout the United States as it expanded its territory.

Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

Use political maps to describe changes in boundaries and governance throughout American history.

Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

Illustrate places and events in U.S. history through the use of narratives and graphic representations.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.

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

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

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

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

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

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

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

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
MA.K12.MTR.3.1:
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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

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

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

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

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

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

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

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

**General Course Information and Notes**

**GENERAL NOTES**

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

**Career and Education Planning Course Standards** – Students will:

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

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

**Instructional Practices**

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

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

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

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

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

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

**Additional Instructional Resources:**


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**GENERAL INFORMATION**

**Course Number:** 2100015

**Course Path:** Sections: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
**Abbreviated Title:** M/J US HIST&CAR PLAN
**Course Length:** Year (Y)
**Course Attributes:**
- Class Size Core Required
**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

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<td>SS.68.HE.1.1:</td>
<td>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</td>
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<td>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</td>
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<td>• Students will analyze how antisemitism led to and contributed to the Holocaust.</td>
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<td></td>
<td>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</td>
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<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</td>
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<tr>
<td>SS.8.A.1.1:</td>
<td><strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a>.</td>
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<tr>
<td>SS.8.A.1.2:</td>
<td>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</td>
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<td>SS.8.A.1.3:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</td>
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<tr>
<td>SS.8.A.1.4:</td>
<td>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</td>
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<td>SS.8.A.1.5:</td>
<td><strong>Clarifications:</strong> Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</td>
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<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.8.A.1.6:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, historiography.</td>
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<tr>
<td>SS.8.A.1.7:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</td>
</tr>
<tr>
<td>SS.8.A.2.1:</td>
<td>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</td>
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<tr>
<td>SS.8.A.2.2:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</td>
</tr>
<tr>
<td>SS.8.A.2.3:</td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</td>
</tr>
<tr>
<td>SS.8.A.2.4:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</td>
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<tr>
<td>SS.8.A.2.5:</td>
<td>Discuss the impact of colonial settlement on Native American populations.</td>
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<tr>
<td>SS.8.A.2.6:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</td>
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<tr>
<td>SS.8.A.2.7:</td>
<td>Examine the causes, course, and consequences of the French and Indian War.</td>
</tr>
<tr>
<td>SS.8.A.3.1:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
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</tbody>
</table>
SS.8.A.3.2: Clarifications:
Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.


SS.8.A.3.4: Clarifications:
Examples may include, but are not limited to, Thomas Paine, John Jay, Peter Salem.

SS.8.A.3.5: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

SS.8.A.3.6: Clarifications:
Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

SS.8.A.3.7: Describe the influence of individuals on social and political developments during the Revolutionary era.

SS.8.A.3.8: Clarifications:
Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.

SS.8.A.3.9: Examine the causes, course, and consequences of the American Revolution.

SS.8.A.3.10: Clarifications:
Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

SS.8.A.3.11: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

SS.8.A.3.12: Clarifications:
Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.


SS.8.A.3.14: Clarifications:
Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.

SS.8.A.3.15: Clarifications:
Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

SS.8.A.4.1: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

SS.8.A.4.2: Clarifications:
Examples may include, but are not limited to, abolitionist movement, Pt. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.


SS.8.A.4.4: Describe the debate surrounding the spread of slavery into western territories and Florida.

SS.8.A.4.5: Clarifications:
Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.

SS.8.A.4.7: Clarifications:
Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.
Describe the influence of individuals on social and political developments of this era in American History.

**SS.8.A.4.8:**
- **Clarifications:**
  - Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**SS.8.A.4.9:**
- **Clarifications:**
  - Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, The Beecher family.

Analyze the impact of technological advancements on the agricultural economy and slave labor.

**SS.8.A.4.10:**
- **Clarifications:**
  - Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

**SS.8.A.4.11:**
- **Clarifications:**
  - Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

Examine the causes, course, and consequences of the Civil War.

**SS.8.A.4.12:**
- **Clarifications:**
  - Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor vs. Merrimac, Vicksburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

Describe the influence of individuals on social and political developments of this era in American History.

**SS.8.A.4.13:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.
  - Students will describe colonial forms of government prior to the American Revolution.
  - Students will describe colonial forms of government prior to the American Revolution.
  - Students will describe colonial forms of government prior to the American Revolution.

Examine major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**SS.8.A.4.14:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

Analyze the causes, course and consequence of the Second Great Awakening on social reform movements.

**SS.8.A.4.15:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.

Identify key ideas and influences of Jacksonian democracy.

**SS.8.A.4.16:**
- **Clarifications:**
  - Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Mayapple Road veto, tariff battles, Indian Removal Act, nullification crisis.

Identify the division (Confederate and Union States, Border states, Western Territories, Territories of the Louisiana Purchase) significant to this era of American history.

**SS.8.A.5.1:**
- **Clarifications:**
  - Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

Analyze the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**SS.8.A.5.2:**
- **Clarifications:**
  - Examples may include, but are not limited to, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

Analyze the role of slavery in the development of sectional conflict.

**SS.8.A.5.3:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**SS.8.A.5.4:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**SS.8.A.5.5:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

Compare Union and Confederate strengths and weaknesses.

**SS.8.A.5.6:**
- **Clarifications:**
  - Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor vs. Merrimac, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

Compare significant Civil War battles and events and their effects on civilian populations.

**SS.8.A.5.7:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

Examine key events and peoples in Florida history as each impacts this era of American history.

**SS.8.A.5.8:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**SS.8.A.5.9:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.

Explain the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

**SS.8.A.5.10:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.

Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

**SS.8.A.5.11:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.

Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

**SS.8.A.5.12:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**SS.8.A.5.13:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**SS.8.A.5.14:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.

Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**SS.8.A.5.15:**
- **Clarifications:**
  - Examples may include, but are not limited to, slavery, influential planters, fights over federal government's authority, inalienable rights and resistance to tyranny.
Analyze contributions of entrepreneurs, inventors, and other key individuals.
Assess the role of Africans and other minority groups in the economic development of the United States.
Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
Interpret databases, case studies, and maps to describe the role that geographic tools and terms play in influencing trade, migration patterns, and cultural diffusion.
Use maps to explain physical and cultural attributes of major regions throughout American history.
Use geographic terms and tools to analyze case studies throughout time.
Locate and describe in geographic terms the major ecosystems of the United States.
Interpret population growth and other demographic data for any given place in the United States throughout its history.
Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
Students will recognize how the rule of law influences a society.
Students will identify how the rule of law protects citizens from arbitrary and abusive government.
Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).
Identify the constitutional provisions for establishing citizenship.
Students will explain how the 14th Amendment establishes citizenship.
Compare the responsibilities of citizens at the local, state and national levels.
Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).
Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.
Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.
Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.
Students will explain the meaning and purpose of each amendment in the Bill of Rights.
Students will describe how the Bill of Rights affects citizens and government.
Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.
Students will identify constitutional amendments that address voting rights.
Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.
Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.
Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln’s Second Inaugural Address (1865)).
Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incomes, profits, and entrepreneurial aspects.
SS.8.E.1.1: Clarifications:
Examples are: Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.
SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2: Clarifications:
Examples are: mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.
SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1: Clarifications:
Examples are: triangular trade routes and regional exchange of resources.
SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2: Use appropriate geographic terms and tools to identify and describe significant places and regions in American history.
SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
SS.8.G.5.2: Clarifications:
Examples are: deforestation, urbanization, agriculture.
SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
Illustrate places and events in U.S. history through the use of narratives and graphic representations.
SS.8.G.6.2: Clarifications:
Examples are maps, graphs, tables.
### MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:

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

#### Clarifications:

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

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

### MA.K12.MTR.2.1: Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

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

#### Clarifications:

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

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

### MA.K12.MTR.3.1: Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

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

#### Clarifications:

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

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to analyze and problem solve.
- Foster perseverance in students by choosing tasks that are challenging.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.4.1: Mathematicians who complete tasks with mathematical fluency:

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

#### Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

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

### MA.K12.MTR.5.1: Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

#### Clarifications:

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

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

### MA.K12.MTR.6.1: Mathematicians who help and support each other when attempting a new method or approach:

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

#### Clarifications:

Teachers who encourage students to help and support each other when attempting a new method or approach:

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

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

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

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

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

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

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

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

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

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

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

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

Use appropriate voice and tone when speaking or writing.

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

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Critique school and public health policies that influence health promotion and disease prevention.

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

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

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

GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards - Students will:
1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Instructional Practices

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

Additional Instructional Resources:
GENERAL INFORMATION

Course Number: 2100015

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories
Abbreviated Title: M/J US HIST&CAR PLAN
Course Length: Year (Y)
Course Attributes:
  • Class Size Core Required
Course Level: 2

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<td>Social Science (Grades 5-9)</td>
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<td>Social Science (Grades 6-12)</td>
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<td>Elementary Education (Elementary Grades 1-6)</td>
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<td>Elementary Education (Grades K-6)</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.8.A.1.1:</td>
<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigage, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a>.</td>
</tr>
<tr>
<td>SS.8.A.1.2:</td>
<td>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</td>
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<tr>
<td>SS.8.A.1.3:</td>
<td>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</td>
</tr>
<tr>
<td>SS.8.A.1.4:</td>
<td>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.8.A.1.5:</td>
<td>Compare interpretations of key events and issues throughout American History. <strong>Clarifications:</strong> Examples may include, but are not limited to, historiography.</td>
</tr>
<tr>
<td>SS.8.A.1.6:</td>
<td>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</td>
</tr>
<tr>
<td>SS.8.A.2.1:</td>
<td>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. <strong>Clarifications:</strong> This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</td>
</tr>
<tr>
<td>SS.8.A.2.2:</td>
<td>Compare the characteristics of the New England, Middle, and Southern colonies. <strong>Clarifications:</strong> Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</td>
</tr>
<tr>
<td>SS.8.A.2.3:</td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. <strong>Clarifications:</strong> Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</td>
</tr>
<tr>
<td>SS.8.A.2.4:</td>
<td>Identify the impact of key colonial figures on the economic, political, and social development of the colonies. <strong>Clarifications:</strong> Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</td>
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<tr>
<td>SS.8.A.2.5:</td>
<td>Identify the causes, course, and consequences of the French and Indian War.</td>
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<tr>
<td>SS.8.A.2.6:</td>
<td>Examine the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774. <strong>Clarifications:</strong> Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
</tr>
<tr>
<td>SS.8.A.2.7:</td>
<td>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. <strong>Clarifications:</strong> Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
</tr>
<tr>
<td>SS.8.A.3.1:</td>
<td>Explain American colonial reaction to British policy from 1763 - 1774. <strong>Clarifications:</strong> Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
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<tr>
<td>SS.8.A.3.2:</td>
<td>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts. <strong>Clarifications:</strong> Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
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</table>
Examine the structure, content, and consequences of the Declaration of Independence.

SS.8.A.3.4:
Describe the influence of individuals on social and political developments during the Revolutionary era.

SS.8.A.3.5:
Examine the causes, course, and consequences of the American Revolution.

SS.8.A.3.6:
Examine the structure, content, and consequences of the Declaration of Independence.

SS.8.A.3.7:
Examine the causes, course, and consequences of the American Revolution.

SS.8.A.3.8:
Examine individuals and groups that affected political and social motivations during the American Revolution.

SS.8.A.3.9:
Identify technological improvements (inventions/inventors) that contributed to industrial growth.

SS.8.A.3.10:
Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

SS.8.A.3.11:
Describe the debate surrounding the spread of slavery into western territories and Florida.

SS.8.A.3.12:
Examine key events in Florida history as each impacts this era of American history.

SS.8.A.3.13:
Examine the experiences and perspectives of significant individuals and groups during this era of American History.

SS.8.A.3.14:
Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

SS.8.A.3.15:
Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

SS.8.A.3.16:
Identify technological improvements (inventions/inventors) that contributed to industrial growth.

SS.8.A.3.17:
Describe the influence of individuals on social and political developments of this era in American History.

SS.8.A.3.18:
Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
Clarifications:
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

Analyze the impact of technological advancements on the agricultural economy and slave labor.

Clarifications:
Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

Clarifications:
Examples may include, but are not limited to, political participation, constitutional government, spoils system, National Bank veto, Mayouille Road veto, tariff battles, Indian Removal Act, nullification crisis.

Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

Clarifications:
Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

Clarifications:
Identify key ideas and influences of Jacksonian democracy.

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Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

Clarifications:
Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

Clarifications:
Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

Clarifications:
Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

Comparative Union and Confederate strengths and weaknesses.

Clarifications:
Explain significant Civil War battles and events and their effects on civilian populations.

Examine the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

Analyze the role of slavery in the development of sectional conflict.

Clarifications:
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

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Clarifications:
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<tbody>
<tr>
<td>SS.8.G.1.1</td>
<td>Use maps to explain physical and cultural attributes of major regions throughout American history.</td>
</tr>
<tr>
<td>SS.8.G.1.2</td>
<td>Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.</td>
</tr>
<tr>
<td>SS.8.G.2.1</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.8.G.2.2</td>
<td>Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.</td>
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<tr>
<td>SS.8.G.3.1</td>
<td>Locate and describe in geographic terms the major ecosystems of the United States.</td>
</tr>
<tr>
<td>SS.8.G.3.2</td>
<td>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.</td>
</tr>
<tr>
<td>SS.8.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place in the United States throughout its history.</td>
</tr>
<tr>
<td>SS.8.G.4.2</td>
<td>Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.</td>
</tr>
<tr>
<td>SS.8.G.4.3</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.</td>
</tr>
<tr>
<td>SS.8.G.4.4</td>
<td>Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.</td>
</tr>
<tr>
<td>SS.8.G.4.5</td>
<td>Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.</td>
</tr>
<tr>
<td>SS.8.G.4.6</td>
<td>Use political maps to describe changes in boundaries and governance throughout American history.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Examples of physical elements are climate, terrain, resources.
- Examples of human elements are religion, government, economy, language, demography.
- Examples are deforestation, urbanization, agriculture.
- Examples of cataclysmic natural disasters, shipwrecks.
- Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

**LAFS.68.WHST.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

**LAFS.68.WHST.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**LAFS.68.WHST.1.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.68.WHST.2.1:** Write arguments focused on discipline-specific content.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.68.WHST.2.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; focusing on how well purpose and audience have been addressed.

LAFS.6.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.6.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.6.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.6.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.6.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.6.WHST.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; focusing on how well purpose and audience have been addressed.

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LAFS.6.WHST.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.7.WHST.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

LAFS.7.WHST.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

LAFS.7.WHST.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

LAFS.8.WHST.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

MAFS.6.SP.2.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their
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GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

Mathematics Benchmark Guidance: Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

Special Notes: Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Instructional Practices

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

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

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

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

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

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

Additional Instructional Resources:


QUALIFICATIONS
GENERAL INFORMATION

Course Number: 2100020

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject:
American and Western Hemispheric Histories
Abbreviated Title: M/J US HIST ADV
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 3

Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.8.A.1.1:</td>
<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</td>
</tr>
<tr>
<td>SS.8.A.1.2:</td>
<td>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</td>
</tr>
<tr>
<td>SS.8.A.1.3:</td>
<td>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</td>
</tr>
<tr>
<td>SS.8.A.1.4:</td>
<td>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</td>
</tr>
<tr>
<td>SS.8.A.1.5:</td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.8.A.1.6:</td>
<td>Compare interpretations of key events and issues throughout American History.</td>
</tr>
<tr>
<td>SS.8.A.2.1:</td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</td>
</tr>
<tr>
<td>SS.8.A.2.2:</td>
<td>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</td>
</tr>
<tr>
<td>SS.8.A.2.3:</td>
<td>Compare the characteristics of the New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td>SS.8.A.2.4:</td>
<td>Discuss the impact of colonial settlement on Native American populations.</td>
</tr>
<tr>
<td>SS.8.A.2.5:</td>
<td>Examine the causes, course, and consequences of the French and Indian War.</td>
</tr>
<tr>
<td>SS.8.A.2.6:</td>
<td>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</td>
</tr>
<tr>
<td>SS.8.A.2.7:</td>
<td>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</td>
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<tr>
<td>SS.8.A.3.1:</td>
<td>Explain American colonial reaction to British policy from 1763 - 1774.</td>
</tr>
<tr>
<td>SS.8.A.3.3:</td>
<td>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects.</td>
</tr>
<tr>
<td>SS.8.A.3.4:</td>
<td>Examine the causes, course, and consequences of the American Revolution.</td>
</tr>
<tr>
<td>SS.8.A.3.5:</td>
<td>Describe the influence of individuals on social and political developments during the Revolutionary era.</td>
</tr>
<tr>
<td>SS.8.A.3.6:</td>
<td>Examine the structure, content, and consequences of the Declaration of Independence.</td>
</tr>
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<td>SS.8.A.3.7:</td>
<td>Examine the causes, course, and consequences of the American Revolution.</td>
</tr>
<tr>
<td>SS.8.A.3.8:</td>
<td>Examine key events in Florida history as each impacts this era of American history.</td>
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<tr>
<td>SS.8.A.3.9:</td>
<td>Describe the debate surrounding the spread of slavery into western territories and Florida.</td>
</tr>
<tr>
<td>SS.8.A.3.10:</td>
<td>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</td>
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<tr>
<td>SS.8.A.3.11:</td>
<td>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</td>
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<tr>
<td>SS.8.A.3.12:</td>
<td>Explain the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</td>
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<tr>
<td>SS.8.A.3.13:</td>
<td>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</td>
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<tr>
<td>SS.8.A.3.14:</td>
<td>Discuss the influence of individuals on social and political developments of this era in American History.</td>
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<tr>
<td>SS.8.A.3.15:</td>
<td>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</td>
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<tr>
<td>SS.8.A.3.16:</td>
<td>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</td>
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<tr>
<td>SS.8.A.3.17:</td>
<td>Analyze the causes, course, and consequences of the Second Great Awakening on social reform movements.</td>
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<td>SS.8.A.3.18:</td>
<td>On the outcome of the war.</td>
</tr>
<tr>
<td>SS.8.A.3.19:</td>
<td>Clarifications: Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</td>
</tr>
<tr>
<td>SS.8.A.3.20:</td>
<td>Clarifications: Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</td>
</tr>
<tr>
<td>SS.8.A.3.21:</td>
<td>Clarifications: Examples may include, but are not limited to, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, John Quincy Adams, James Madison.</td>
</tr>
<tr>
<td>SS.8.A.3.22:</td>
<td>Clarifications: Examples may include, but are not limited to, battles like Lexington and Concord, the Continental Congress, the battles of Bunker Hill, Saratoga, Yorktown, and the Winter at Valley Forge.</td>
</tr>
<tr>
<td>SS.8.A.3.23:</td>
<td>Clarifications: Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</td>
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<td>SS.8.A.3.24:</td>
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<td>SS.8.A.3.25:</td>
<td>Clarifications: Examples may include, but are not limited to, individuals like Patrick Henry, Patriots, Loyalists, and others.</td>
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<td>SS.8.A.3.26:</td>
<td>Clarifications: Examples may include, but are not limited to, the Articles of Confederation and its aspects that led to the Constitutional Convention.</td>
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SS.8.A.4.10: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.4.11: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

SS.8.A.4.12: Evaluate and compare the essential ideals and principles of American Major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

SS.8.A.4.13: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).


SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.

SS.8.A.5.3: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

SS.8.A.5.4: Compare Union and Confederate strengths and weaknesses.

SS.8.A.5.5: Compare significant Civil War battles and events and their effects on civilian populations.

SS.8.A.5.6: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.5.7: Examine the causes, course, and consequences of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

SS.8.A.5.8: Compare and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.

SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

SS.8.C.2.1: Evaluate and compare the essential ideas and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

SS.8.E.1.1: Evaluate motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

SS.8.E.2.1: Explain the economic impact of government policies.

SS.8.E.2.2: Examine the impact of technological advancements on the agricultural economy and slave labor.

SS.8.E.4.10: Examples may include, but are not limited to, the cotton gin, steel plow, rapid growth of slave trade.

SS.8.E.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.E.4.12: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.E.4.13: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

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SS.8.E.5.8: Compare and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

SS.8.E.6.1: Identify the constitutional provisions for establishing citizenship.


SS.8.E.6.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

SS.8.E.6.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

SS.8.E.6.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

SS.8.E.6.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

SS.8.E.6.7: Evaluate and compare the essential ideas and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

SS.8.E.6.8: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

SS.8.E.6.9: Explain the economic impact of government policies.

SS.8.E.6.10: Examples may include, but are not limited to, the cotton gin, steel plow, rapid growth of slave trade.

SS.8.E.6.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

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SS.8.E.6.13: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

SS.8.E.6.14: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

SS.8.E.6.15: Examine the causes, course, and consequences of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

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SS.8.E.6.20: Identify key ideas and influences of Jacksonian democracy.

SS.8.E.6.21: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.E.6.22: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.

SS.8.E.3.1: Evaluate domestic and international interdependence.

SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.

SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.

SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.

SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

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

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

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

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

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
MA.K12.MTR.3.1:  
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**ELD.K12.ELL.SS.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**ELD.K12.ELL.SI.1:**
Critique school and public health policies that influence health promotion and disease prevention.

**Clariﬁcations:**
Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

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**General Course Information and Notes**

**GENERAL NOTES**

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

**Special Notes:** Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

**Instructional Practices**

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

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

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

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

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

**Additional Instructional Resources:**


**QUALIFICATIONS**

added elem ed cert options, per commissioner approval on 1/23/18

**GENERAL INFORMATION**

- **Course Number:** 2100020
- **Course Path:** Section: Grades PreK to 12 Education
  Courses ➔ Grade Group: Grades 6 to 8 Education
  Courses ➔ Subject: Social Studies ➔ SubSubject: American and Western Hemispheric Histories ➔
  Abbreviated Title: M/J US HIST ADV
- **Course Length:** Year (Y)
- **Course Attributes:**
  - Class Size Core Required
- **Course Level:** 3

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8

**Educator Certifications**

<table>
<thead>
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<th>History (Grades 6-12)</th>
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| SS.68.HE.1.1 | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
- Students will analyze how antisemitism led to and contributed to the Holocaust.  
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |
| SS.8.A.1.1 | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.  
**Clarifications:**  
Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: [http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf](http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf). |
| SS.8.A.1.2 | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. |
| SS.8.A.1.3 | Analyze current events relevant to American History topics through a variety of electronic and print media resources.  
**Clarifications:**  
Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts. |
| SS.8.A.1.4 | Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.  
**Clarifications:**  
Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. |
| SS.8.A.1.5 | Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.  
**Clarifications:**  
Examples may include, but are not limited to, historiography. |
| SS.8.A.1.6 | Compare interpretations of key events and issues throughout American History.  
**Clarifications:**  
Examples may include, but are not limited to, historiography. |
| SS.8.A.1.7 | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |
| SS.8.A.2.1 | Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.  
**Clarifications:**  
This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America. |
| SS.8.A.2.2 | Compare the characteristics of the New England, Middle, and Southern colonies.  
**Clarifications:**  
Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns. |
| SS.8.A.2.3 | Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.  
**Clarifications:**  
Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries. |
| SS.8.A.2.4 | Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  
**Clarifications:**  
Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert. |
| SS.8.A.2.5 | Discuss the impact of colonial settlement on Native American populations.  
**Clarifications:**  
Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns. |
| SS.8.A.2.6 | Examine the causes, course, and consequences of the French and Indian War.  
**Clarifications:**  
Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt. |
| SS.8.A.2.7 | Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. |
| SS.8.A.3.1 | Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.  
**Clarifications:**  
Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.  
**Clarifications:**  
Explain American colonial reaction to British policy from 1763 - 1774. |
Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

Describe the influence of individuals on social and political developments during the Revolutionary era.

Examine the causes, course, and consequences of the American Revolution.

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

Explain the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War, Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

Explain the causes, course, and consequences of the 19th century and its effects on the outcome of the war.

Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

Examine individuals that affected political and social motivations during the American Revolution.

Examine the causes, course, and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

Examine the influence of Abigail Washington's presidency in the formation of the new nation.

Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

Examine the causes, course, and consequences of the 19th century and its effects on the outcome of the war.

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

Identify technological improvements (inventions/inventors) that contributed to industrial growth.

Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

Examine the course and consequences of the Constitutional Convention.

Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

Describe the influence of individuals on social and political developments during the Revolutionary era.

Explain the causes, course, and consequences of the American Revolution.

Examine the structure, content, and consequences of the Declaration of Independence.

Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War, Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

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Examine the experiences and perspectives of significant individuals and groups during this era of American History.

Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

Examine the causes, course, and consequences of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

Identify key ideas and influences of Jacksonian democracy.

Examine key events and peoples in Florida history as each impacts this era of American history.

Examine the causes, course, and consequence of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

Describe the influence of individuals on social and political developments of this era in American History.

Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

Analyze the impact of technological advancements on the agricultural economy and slave labor.

Analyze the causes, course and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.

Analyze the role of slavery in the development of sectional conflict.

Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

Examine the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

Compare Union and Confederate strengths and weaknesses.

Analyze the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

Compare significant Civil War battles and events and their effects on civilian populations.

Examine key events and peoples in Florida history as each impacts this era of American history.

Examine the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

Explain the importance of the rule of law in the United States' constitutional republic.

Students will discuss the impact of the rule of law on U.S. citizens and government.

Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

Students will explain how the 1868 Florida Constitution conformed with the Constitution of the United States (e.g., citizenship, equal protection, suffrage).
SS.8.E.1.1: Identify the constitutional provisions for establishing citizenship.
- Students will recognize how the rule of law influences a society.
- Students will identify how the rule of law protects citizens from arbitrary and abusive government.
- Students will evaluate the impact of the rule of law on government officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).

SS.8.E.2.1: Students will explain the meaning and purpose of each amendment in the Bill of Rights.
- Students will describe how the Bill of Rights affects citizens and government.

SS.8.E.2.2: Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).

SS.8.E.2.3: Students will analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

SS.8.E.2.4: Students will explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
- Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

SS.8.E.2.5: Students will analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

SS.8.E.2.6: Students will examine how amendments to the U.S. Constitution changed opportunities for civic participation through Reconstruction.
- Students will identify constitutional amendments that address voting rights.
- Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

SS.8.G.1.2: Students will identify the constitutional provisions for establishing citizenship.

SS.8.G.2.1: Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).

SS.8.G.2.2: Students will analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.
- Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

SS.8.G.2.3: Students will explain how forms of civic and political participation changed from the Colonial period through Reconstruction.
- Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

SS.8.G.2.4: Students will analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

SS.8.G.2.5: Students will examine how amendments to the U.S. Constitution changed opportunities for civic participation through Reconstruction.
- Students will identify constitutional amendments that address voting rights.
- Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

SS.8.G.3.1: Students will trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the Colonial period to Reconstruction.
- Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).

SS.8.G.4.1: Students will examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, inequalities, profits, and entrepreneurial aspects.

SS.8.G.4.2: Students will analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- Students will explain the economic impact of government policies.

SS.8.G.4.3: Students will analyze the role of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

SS.8.G.4.4: Students will examine how amendments to the U.S. Constitution changed opportunities for civic participation through Reconstruction.
- Students will identify constitutional amendments that address voting rights.
- Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

SS.8.G.4.5: Students will trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the Colonial period to Reconstruction.
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SS.8.G.5.1: Students will identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

SS.8.G.5.2: Students will use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- Students will use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.5.3: Students will locate and describe in geographic terms the major ecosystems of the United States.

SS.8.G.5.4: Students will use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.5.5: Students will use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.5.6: Students will use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.6.1: Students will describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- Students will describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.8.G.6.2: Students will use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- Students will illustrate places and events in U.S. history through the use of narratives and graphic representations.
### MA.K12.MTR.1.1: Mathematically proficient students can analyze complex, multi-dimensional problems and determine viable strategies for solving them.

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

### MA.K12.MTR.2.1: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others.

- **Clarifications:**
  - Help students make connections between concepts and representations.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Teachers who encourage students to complete tasks with mathematical fluency.

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

### MA.K12.MTR.4.1: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others.

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

### MA.K12.MTR.5.1: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts.

- **Clarifications:**
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

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

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

Cite evidence to explain and justify reasoning.

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

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

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

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

Use appropriate voice and tone when speaking or writing.

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

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Critique school and public health policies that influence health promotion and disease prevention.

Clarifications:
General Course Information and Notes

General Notes

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

Special Notes: Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Instructional Practices

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

Additional Instructional Resources:


Qualifications

Added elem ed cert options, per commissioner approval on 1/23/18

General Information

Course Number: 2100020
Course Path: Section: Grades PreK to 12 Education
Courses -> Grade Group: Grades 6 to 8 Education
Courses -> Subject: Social Studies -> SubSubject:
### Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
</tr>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
</tr>
</tbody>
</table>

### American and Western Hemispheric Histories

**Abbreviated Title:** M/J US HIST ADV  
**Course Length:** Year (Y)  
**Course Attributes:**  
- Class Size Core Required  
**Course Level:** 3  

**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 6,7,8
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.8.A.1.1:</td>
<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score). Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a>.</td>
</tr>
<tr>
<td>SS.8.A.1.2:</td>
<td>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</td>
</tr>
<tr>
<td>SS.8.A.1.3:</td>
<td>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.8.A.1.4:</td>
<td>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</td>
</tr>
<tr>
<td>SS.8.A.1.5:</td>
<td>Compare interpretations of key events and issues throughout American History.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, historiography.</td>
</tr>
<tr>
<td>SS.8.A.1.6:</td>
<td>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</td>
</tr>
<tr>
<td>SS.8.A.1.7:</td>
<td>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</td>
</tr>
<tr>
<td>SS.8.A.2.1:</td>
<td>Compare the characteristics of the New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</td>
</tr>
<tr>
<td>SS.8.A.2.2:</td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</td>
</tr>
<tr>
<td>SS.8.A.2.3:</td>
<td>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</td>
</tr>
<tr>
<td>SS.8.A.2.4:</td>
<td>Discuss the impact of colonial settlement on Native American populations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</td>
</tr>
<tr>
<td>SS.8.A.2.5:</td>
<td>Examine the causes, course, and consequences of the French and Indian War.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</td>
</tr>
<tr>
<td>SS.8.A.2.6:</td>
<td>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
</tr>
<tr>
<td>SS.8.A.2.7:</td>
<td>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</td>
</tr>
<tr>
<td>SS.8.A.3.1:</td>
<td>Explain American colonial reaction to British policy from 1763 - 1774.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
</tr>
</tbody>
</table>
SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

**Clarifications:**
Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.

**Clarifications:**
Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.

SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.

**Clarifications:**
Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.

SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.

**Clarifications:**
Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.

SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.


SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.


**Clarifications:**
Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.


**Clarifications:**
Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.


**Clarifications:**
Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.

SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

**Clarifications:**
Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican War, Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.

**Clarifications:**
Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.

SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**Clarifications:**
Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

**Clarifications:**
Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.

**Clarifications:**
Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.

SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England’s textile industry.

SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.

**Clarifications:**
Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
SS.8.A.4.9: Clarifications:
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

SS.8.A.4.10: Clarifications:
Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.


SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.4.15: Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.16: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.4.17: Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

SS.8.A.5.1: Clarifications:
Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

SS.8.A.5.2: Clarifications:
Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

SS.8.A.5.3: Clarifications:
Examples may include, but are not limited to, sectionalism, slavery, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

SS.8.A.5.5: Clarifications:
Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

SS.8.A.5.6: Clarifications:
Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

SS.8.A.5.7: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.A.5.8: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.A.5.9: Clarifications:
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

SS.8.A.5.10: Clarifications:
Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

SS.8.A.5.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.5.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

SS.8.A.5.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

SS.8.A.5.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.5.15: Identify key ideas and influences of Jacksonian democracy.

SS.8.A.5.16: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.5.17: Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

SS.8.A.5.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

SS.8.A.5.19: Clarifications:
Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

SS.8.A.5.20: Clarifications:
Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

SS.8.A.5.21: Clarifications:
Examples may include, but are not limited to, sectionalism, slavery, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.A.5.22: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

SS.8.A.5.23: Clarifications:
Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

SS.8.A.5.24: Clarifications:
Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

SS.8.A.5.25: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.5.26: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.
SS.8.E.2.2:
Explain the economic impact of government policies.
Clarifications:
Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

SS.8.E.2.3:
Assess the role of Africans and other minority groups in the economic development of the United States.

SS.8.E.3.1:
Evaluate domestic and international interdependence.
Clarifications:
Examples are triangular trade routes and regional exchange of resources.

SS.8.G.1.1:
Use maps to explain physical and cultural attributes of major regions throughout American history.

SS.8.G.1.2:
Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

SS.8.G.2.1:
Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
Clarifications:
Examples of physical elements are climate, terrain, resources.
Examples of human elements are religion, government, economy, language, demography.

SS.8.G.2.2:
Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.2.3:
Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.3.1:
Locate and describe in geographic terms the major ecosystems of the United States.

SS.8.G.3.2:
Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

SS.8.G.4.1:
Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.2:
Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.4.3:
Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

SS.8.G.4.4:
Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

SS.8.G.4.5:
Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

SS.8.G.4.6:
Use political maps to describe changes in boundaries and governance throughout American history.

SS.8.G.5.1:
Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.5.2:
Clarifications:
Examples are deforestation, urbanization, agriculture.

SS.8.G.6.1:
Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
Illustrate places and events in U.S. history through the use of narratives and graphic representations.

SS.8.G.6.2:
Clarifications:
Examples are maps, graphs, tables.

LAFS.68.RH.1.1:
Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2:
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.1.3:
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.68.RH.2.4:
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5:
Describe how a text presents information (e.g., sequentally, comparatively, causally).

LAFS.68.RH.2.6:
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.68.RH.3.7:
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8:
Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9:
Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1.1:
Write arguments focused on discipline-specific content.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2:
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.68.WHST.2.4:
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Draw evidence from informational texts to support analysis, reflection, and research.
MAFS.K12.MP.6.1: own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

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

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.EC.2.4: Critique school and public health policies that influence health promotion and disease prevention.

Clarifications:
- Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

General Course Information and Notes

GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

Mathematics Benchmark Guidance - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.428, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards - Students will:

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

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Instructional Practices

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

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

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

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

**Literacy Standards in Social Studies**
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

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

**Additional Instructional Resources:**

**GENERAL INFORMATION**

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<tr>
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**Educator Certifications**

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### SS.8.A.4.9: Clarifications:
Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

### SS.8.A.4.10: Clarifications:
Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

### SS.8.A.4.11: Clarifications:
Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

### SS.8.A.4.12: Clarifications:
Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

### SS.8.A.4.13: Clarifications:
Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

### SS.8.A.4.14: Clarifications:
Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

### SS.8.A.4.15: Clarifications:
Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history. Identify key ideas and influences of Jacksonian democracy.

### SS.8.A.4.16: Clarifications:
Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

### SS.8.A.4.17: Clarifications:
Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

### SS.8.A.4.18: Clarifications:
Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

### SS.8.A.5.1: Clarifications:
Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

### SS.8.A.5.2: Clarifications:
Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

### SS.8.A.5.3: Clarifications:
Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

### SS.8.A.5.4: Clarifications:
Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

### SS.8.A.5.5: Clarifications:
Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

### SS.8.A.5.6: Clarifications:
Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

### SS.8.A.5.7: Clarifications:
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

### SS.8.A.5.8: Clarifications:
Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### SS.8.B.1.1: Clarifications:
Identify the constitutional provisions for establishing citizenship.

### SS.8.B.1.2: Clarifications:
Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

### SS.8.B.1.3: Clarifications:
Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

### SS.8.B.1.4: Clarifications:
Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

### SS.8.B.1.5: Clarifications:
Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

### SS.8.B.1.6: Clarifications:
Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

### SS.8.C.2.1: Clarifications:
Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

### SS.8.E.1.1: Clarifications:
Examples are: Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

### SS.8.E.2.1: Clarifications:
Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
Assess the role of Africans and other minority groups in the economic development of the United States.

Evaluate domestic and international interdependence.

Use geographic terms and tools to explain differing perspectives on the physical environment and natural resources of the United States.

Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

Interpret databases, case studies, and maps to describe the role that human activity has played in shaping the environment.

Locate and describe in geographic terms the major ecosystems of the United States.

Interpret population growth and other demographic data for any given place in the United States throughout its history.

Use maps to explain physical and cultural attributes of major regions throughout American history.

Use geographic terms and tools to analyze the effects throughout history of major economic, political, and social changes on the environment.

Use political maps to describe changes in boundaries and governance throughout American history.

Use geographic terms and tools to analyze case studies of regional economic development, growth, and changing nature of cities and urban centers in the United States.

Use maps to explain physical and cultural attributes of major regions throughout American history.

Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Choose a representation based on the given context or purpose.
- Express connections between concepts and representations.
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Help and support each other when attempting a new method or approach.
- Help and support each other when attempting a new method or approach.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.
- Help and support each other when attempting a new method or approach.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Show students that various representations can have different purposes and can be useful in different situations.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.
- Help and support each other when attempting a new method or approach.
MA.K12.MTR.3.1:
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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

MA.K12.MTR.4.1:
- Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Reinforce that students, when solving problems, compare their responses to the responses of their peers.

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

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

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

ELA.K12.EE.2.1: Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

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

ELA.K12.EE.4.1: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.5.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

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

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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

ELD.K12.ELL.SS.1: Critique school and public health policies that influence health promotion and disease prevention.

HE.B.C.2.4: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

General Course Information and Notes

**GENERAL NOTES**

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

Academic rigor is more than simply assigning to students a greater quantity of work.

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

**Career and Education Planning Course Standards** – Students will:

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

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Instructional Practices

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

Additional Instructional Resources:

### Course Standards

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<th>Name</th>
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| SS.68.HE.1.1: | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
  - Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
  - Students will analyze how antisemitism led to and contributed to the Holocaust.  
  - Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).  
  Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. |
| SS.8.A.1.1: | Clarifications:  
  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at:  
Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.  
Clarifications:  
Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts. |
| SS.8.A.1.2: | Clarifications:  
  Identity, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.8.A.1.3: | Clarifications:  
  Compare interpretations of key events and issues throughout American History.  
Examples may include, but are not limited to, historiography. |
| SS.8.A.1.4: | Clarifications:  
  View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.  
Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert. |
| SS.8.A.2.1: | Clarifications:  
  This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.  
Discuss the impact of colonial settlement on Native American populations.  
Clarifications:  
Examples may include, but are not limited to, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt. |
| SS.8.A.2.2: | Clarifications:  
  Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.  
Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.  
Clarifications:  
Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries. |
| SS.8.A.2.3: | Clarifications:  
  Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.  
Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.  
Clarifications:  
Explain American colonial reaction to British policy from 1763 - 1774. |
SS.8.A.3.2: Clarifications:
Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.

SS.8.A.3.3: Clarifications:
Examples may include, but are not limited to, the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

SS.8.A.3.4: Clarifications:
Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

SS.8.A.3.5: Clarifications:
Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phillis Wheatley.

SS.8.A.3.6: Clarifications:
Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

SS.8.A.3.7: Clarifications:
Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

SS.8.A.3.8: Clarifications:
Examples may include, but are not limited to, Fitch/steamboat, Slater/textile machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.

SS.8.A.3.9: Clarifications:
Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Chief Joseph, Fur traders, Forts.

SS.8.A.3.10: Clarifications:
Examples may include, but are not limited to, Fitch/steamboat, Slater/textile machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.

SS.8.A.3.11: Clarifications:
Examples may include, but are not limited to, Lewis and Clark Expedition, Hamilton and Burr historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

SS.8.A.3.12: Clarifications:
Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.

SS.8.A.3.13: Clarifications:
Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.

SS.8.A.3.14: Clarifications:
Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson’s First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.

SS.8.A.3.15: Clarifications:
Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

SS.8.A.3.16: Clarifications:
Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

SS.8.A.4.1: Clarifications:
Examples may include, but are not limited to, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase.

SS.8.A.4.2: Clarifications:
Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Freedmen, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.

SS.8.A.4.3: Clarifications:
Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

SS.8.A.4.4: Clarifications:
Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

SS.8.A.4.5: Clarifications:
Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

SS.8.A.4.6: Clarifications:
Examples may include, but are not limited to, Fitch/steamboat, Slater/textile machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.

SS.8.A.4.7: Clarifications:
Examples may include, but are not limited to, the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England’s textile industry.
Describe the influence of individuals on social and political developments of this era in American History.

**Clarifications:** Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

**SS.8.A.4.9:** Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**Clarifications:** Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, The Beecher family.

**SS.8.A.10:** Analyze the impact of technological advancements on the agricultural economy and slave labor.

**Clarifications:** Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

**SS.8.A.11:** Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

**SS.8.A.12:** Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

**SS.8.A.13:** Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

**SS.8.A.14:** Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

**SS.8.A.15:** Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

**SS.8.A.16:** Identify key ideas and influences of Jacksonian democracy.

**SS.8.A.17:** Examine key events and peoples in Florida history as each impacts this era of American history.

**Clarifications:** Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

**SS.8.A.18:** Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

**SS.8.A.5.1:** Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Clarifications:** Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

**SS.8.A.5.2:** Analyze the role of slavery in the development of sectional conflict.

**Clarifications:** Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

**SS.8.A.5.3:** Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**Clarifications:** Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

**SS.8.A.5.4:** Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**SS.8.A.5.5:** Compare Union and Confederate strengths and weaknesses.

**Clarifications:** Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

**SS.8.A.5.6:** Compare significant Civil War battles and events and their effects on civilian populations.

**Clarifications:** Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

**SS.8.A.5.7:** Examine key events and peoples in Florida history as each impacts this era of American history.

**Clarifications:** Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

**SS.8.A.5.8:** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**SS.8.CG.1.1:** Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.

- Students will discuss colonial forms of government prior to the American Revolution.
- Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.

**SS.8.CG.1.2:** Compare and contrast the 1836 Florida Constitution and 1868 Florida Constitution.

- Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).
- Students will discuss the impact of the rule of law on U.S. citizens and government.
Analyze the contributions of entrepreneurs, inventors, and other key individuals in shaping American history.

Identify the constitutional provisions for establishing citizenship.

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

Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.

Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.

Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

Explain the economic impact of government policies.

Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

Assess the role of Africans and other minority groups in the economic development of the United States.

Evaluate domestic and international interdependence.

Use maps to explain physical and cultural attributes of major regions throughout American history.

Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

Locate and describe in geographic terms the major ecosystems of the United States.

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Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

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

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

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

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

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

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

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

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

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

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

Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Connect solutions of problems to more complicated large-scale situations.
  - Look for similarities among problems.
  - Relate previously learned concepts to new concepts.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

MA.K12.MTR.6.1:

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

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

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

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

MA.K12.MTR.7.1:

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

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

Cite evidence to explain and justify reasoning.

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

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

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

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

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

ELA.K12.EE.1.1:

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

ELA.K12.EE.2.1:

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

ELA.K12.EE.3.1:

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

ELA.K12.EE.4.1:

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

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

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

ELA.K12.EE.5.1:

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

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

ELA.K12.EE.6.1:

- Use appropriate voice and tone when speaking or writing.

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

ELD.K12.ELL.SS.1:

- Critique school and public health policies that influence health promotion and disease prevention.

**Clarifications:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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

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

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

ELD.K12.ELL.SI.1:

- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
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9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

General Course Information and Notes

GENERAL NOTES

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

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

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Instructional Practices

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

Additional Instructional Resources:

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**GENERAL INFORMATION**

**Course Number:** 2100025  
**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >  
**Abbreviated Title:** M/J US HIS ADV & C/P  
**Course Length:** Year (Y)  
**Course Attributes:**  
- Honors  
- Class Size Core Required  
**Course Level:** 3  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 6,7,8

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**Educator Certifications**

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SS.8.A.4.8: Analyze the impact of technological advancements on the agricultural economy and slave labor.

SS.8.A.4.10: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.4.11: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.4.17: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

SS.8.A.4.18: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

SS.8.A.5.1: Analyze the role of slavery in the development of sectional conflict.

SS.8.A.5.2: Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.5.7: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

SS.8.A.5.8: Identify the constitutional provisions for establishing citizenship.

SS.8.B.1: Recognize the role of slavery in the development of sectional conflict.

SS.8.B.3: Assess the role of Africans and other minority groups in the economic development of the United States.

SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.

SS.8.G.1.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

SS.8.G.2.1: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.8.G.3.2: Locate and describe in geographic terms the major ecosystems of the United States.

SS.8.G.4.1: Use geographic terms to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.4.3: Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.

SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Clariﬁcations:
Examples are deforestation, urbanization, agriculture.

SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

Clariﬁcations:
Examples are maps, graphs, tables.

SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

LAFS.6.RH.1.1: Cite speciﬁc textual evidence to support analysis of primary and secondary sources.

LAFS.6.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.6.RH.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.6.RH.1.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.6.RH.1.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.6.RH.1.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.6.RH.2.4: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.6.RH.2.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.RH.3.8: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Clarifications:
Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

Clariﬁcations:
Examples are maps, graphs, tables.

LAFS.6WHST.1.1: Write arguments focused on discipline-speciﬁc content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.6WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientiﬁc procedures/ experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, deﬁnitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-speciﬁc vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.6WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efﬁciently.

LAFS.6WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.6WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.6WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-speciﬁc tasks, purposes, and audiences.

LAFS.6SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reﬂect on ideas under discussion.
   b. Follow rules for collegial discussions and decision-making, track progress toward speciﬁc goals and deadlines, and deﬁne individual roles as needed.
   c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

LAFS.6SL.1.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

LAFS.6SL.1.3: Delineate a speaker's argument and speciﬁc claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

LAFS.6SL.2.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

MAPS.6.SP.2.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Standard Relation to Course: Supporting

Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
MAFS.6.SP.2.5:

b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to gain and the limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically choosing inputs that make use of calculator error messages and general principles of mathematical logic such as the principle of universal generalization.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give careful explanations of their calculations using common unprefixed variables and standard units.

General Course Information and Notes

GENERAL NOTES

M/J Florida - The social studies curriculum for this course consists of the following content area strands: American History, Economics, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood, Florida's role in sectionalism, Florida's system of slavery, Civil War and Reconstruction, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development. Students will study methods of historical inquiry and primary and secondary historical documents.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

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

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

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

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

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

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

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**GENERAL INFORMATION**

**Course Number:** 2100030

**Course Path:** Section: Grades PreK to 12 Education
Courses: Grade Group: Grades 6 to 8 Education
Courses: Subject: Social Studies
Course Length: Year (Y)
Abbreviated Title: M/J FLORIDA HIST

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

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**Educator Certifications**

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<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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### Course Standards

<table>
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<th>Name</th>
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| SS.8.A.1.1 | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdfs/12totalfinds.pdf. |
| SS.8.A.1.2 | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. |
| SS.8.A.1.3 | **Clarifications:** Examples may include, but are not limited to articles, editorials, journals, periodicals, reports, websites, videos, and podcasts. |
| SS.8.A.1.4 | Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. |
| SS.8.A.1.5 | Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.8.A.1.6 | Compare interpretations of key events and issues throughout American History.  
**Clarifications:** Examples may include, but are not limited to, historiography. |
| SS.8.A.1.7 | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |
| SS.8.A.2.1 | Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.  
**Clarifications:** Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries. |
| SS.8.A.2.2 | Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  
**Clarifications:** Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert. |
| SS.8.A.2.3 | Discuss the impact of colonial settlement on Native American populations.  
**Clarifications:** Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns. |
| SS.8.A.2.4 | Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. |
| SS.8.A.2.5 | Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. |
| SS.8.A.3.15 | Examine key events in Florida history as each impacts this era of American history.  
**Clarifications:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period. |
| SS.8.A.3.16 | Describe the debate surrounding the spread of slavery into western territories and Florida.  
**Clarifications:** Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdfs/12totalfinds.pdf. |
| SS.8.A.3.17 | Examine the experiences and perspectives of significant individuals and groups during this era of American history.  
**Clarifications:** Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties. |
| SS.8.A.4.1 | Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.  
**Clarifications:** Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads. |
| SS.8.A.4.2 | Identify technological improvements (inventions/inventors) that contributed to industrial growth.  
**Clarifications:** Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCloy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine. |
| SS.8.A.4.3 | Examine key events in Florida history as each impacts this era of American history.  
**Clarifications:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period. |
| SS.8.A.4.4 | Describe the influence of individuals on social and political developments of this era in American History.  
**Clarifications:** Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties. |
### SS.8.A.4.8:
**Clarifications:**
Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

- Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.A.4.10:
**Clarifications:**
Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

- Analyze the impact of technological advancements on the agricultural economy and slave labor.

### SS.8.A.4.11:
**Clarifications:**
Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

- Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

### SS.8.A.4.17:
**Clarifications:**
Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

- Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

### SS.8.A.5.1:
**Clarifications:**
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

- Explain the role of slavery in the development of sectional conflict.

### SS.8.A.5.2:
**Clarifications:**
Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.A.5.7:
**Clarifications:**
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

- Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876; end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### SS.8.A.5.8:
**Clarifications:**
Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

- Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

### SS.8.C.1.6:
**Clarifications:**
Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

- Evaluate and compare the essential ideas and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

### SS.8.C.2.1:
**Clarifications:**
Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

- Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

### SS.8.C.2.2:
**Clarifications:**
Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

- Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

### SS.8.C.2.3:
**Clarifications:**
Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

- Assess the role of Africans and other minority groups in the economic development of the United States.

### SS.8.G.2.1:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

### SS.8.G.2.2:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

### SS.8.G.2.3:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

### SS.8.G.2.4:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

### SS.8.G.3.1:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Locate and describe in geographic terms the major ecosystems of the United States.

### SS.8.G.3.2:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

### SS.8.G.4.1:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Interpret population growth and other demographic data for any given place in the United States throughout its history.

### SS.8.G.4.2:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

### SS.8.G.4.3:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

### SS.8.G.4.4:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

### SS.8.G.5.1:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.G.5.2:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.G.5.7:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.G.5.8:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.G.5.9:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.G.5.10:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.G.5.11:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Examine key events and peoples in Florida history as each impacts this era of American history.

### SS.8.G.5.12:
**Clarifications:**
Examples of human elements are religion, government, economy, language, demography.

- Examine key events and peoples in Florida history as each impacts this era of American history.
SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.

SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Clariﬁcations:
Use the accepted rules governing a specific format to create quality work.
**General Course Information and Notes**

**GENERAL NOTES**

*M/J Florida -* The social studies curriculum for this course consists of the following content area strands: American History, Economics, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood, Florida's role in sectionalism, Florida's system of slavery, Civil War and Reconstruction, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development. Students will study methods of historical inquiry and primary and secondary historical documents.

**Instructional Practices**

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

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

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

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

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

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

**GENERAL INFORMATION**

**Course Number:** 2100030

**Course Path:**
- Courses > Grade Group: Grades 6 to 8 Education
- Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories

**Abbreviated Title:** M/J FLORIDA HIST

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required
- Course Level: 2

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8
### Educator Certifications

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| SS.68.HE.1.1 | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
- Students will analyze how antisemitism led to and contributed to the Holocaust.  
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).  
| SS.8.A.1.1 | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.  
- **Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf](http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf).  
| SS.8.A.1.2 | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.  
- **Clarifications:** Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.  
| SS.8.A.1.3 | Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.  
- **Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.  
| SS.8.A.1.4 | Compare interpretations of key events and issues throughout American History.  
- **Clarifications:** Examples may include, but are not limited to, historiography.  
| SS.8.A.1.5 | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.  
- **Clarifications:** Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.  
| SS.8.A.1.6 | Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.  
- **Clarifications:** Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.  
| SS.8.A.1.7 | Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  
- **Clarifications:** Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.  
| SS.8.A.1.8 | Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.  
- **Clarifications:** Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.  
| SS.8.A.1.9 | Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  
- **Clarifications:** Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.  
| SS.8.A.2.1 | Discuss the impact of colonial settlement on Native American populations.  
- **Clarifications:** Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.  
| SS.8.A.2.2 | Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.  
- **Clarifications:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.  
| SS.8.A.2.3 | Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).  
- **Clarifications:** This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.  
| SS.8.A.2.4 | Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  
- **Clarifications:** Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.  
| SS.8.A.2.5 | Discuss the impact of colonial settlement on Native American populations.  
- **Clarifications:** Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.  
| SS.8.A.2.6 | Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.  
- **Clarifications:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.  
| SS.8.A.2.7 | Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).  
- **Clarifications:** This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.  
| SS.8.A.2.8 | Identify the impact of key colonial figures on the economic, political, and social development of the colonies.  
- **Clarifications:** Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.  
| SS.8.A.2.9 | Discuss the impact of colonial settlement on Native American populations.  
- **Clarifications:** Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.  
| SS.8.A.3.15 | Examine key events in Florida history as each impacts this era of American history.  
- **Clarifications:** Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.  
| SS.8.A.3.16 | Describe the debate surrounding the spread of slavery into western territories and Florida.  
- **Clarifications:** Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.  
| SS.8.A.4.2 | Examine the experiences and perspectives of significant individuals and groups during this era of American History.  
- **Clarifications:** Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.  
| SS.8.A.4.3 | Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.  
- **Clarifications:** Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.  
| SS.8.A.4.4 | Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation’s economy.  
- **Clarifications:** Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.  

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**Examples may include, but are not limited to:**
- Subsistence farming, cash crop farming, and maritime industries.
- Historiography.
- Focus, Investigate, Note, Develop, Score (FINDS).

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**Clarifications:**
- Historical documentation, research, and analysis.
- Primary and secondary sources.
- Critical thinking and analytical skills.
- Effective communication and presentation.
- Historical context and perspective.
- Impact of key events and figures.
<table>
<thead>
<tr>
<th>SS.8.A.4.6:</th>
<th>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</td>
</tr>
<tr>
<td>SS.8.A.4.8:</td>
<td>Describe the influence of individuals on social and political developments of this era in American History.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</td>
</tr>
<tr>
<td>SS.8.A.4.10:</td>
<td>Analyze the impact of technological advancements on the agricultural economy and slave labor.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</td>
</tr>
<tr>
<td>SS.8.A.4.11:</td>
<td>Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves’ spiritual system.</td>
</tr>
<tr>
<td>SS.8.A.4.17:</td>
<td>Examine key events and peoples in Florida history as each impacts this era of American history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</td>
</tr>
<tr>
<td>SS.8.A.18:</td>
<td>Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Mouttrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</td>
</tr>
<tr>
<td>SS.8.A.5.1:</td>
<td>Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</td>
</tr>
<tr>
<td>SS.8.A.5.2:</td>
<td>Analyze the role of slavery in the development of sectional conflict.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolitionism, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</td>
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<td>SS.8.A.5.7:</td>
<td>Examine key events and peoples in Florida history as each impacts this era of American history.</td>
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<td>SS.8.A.5.8:</td>
<td>Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</td>
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<td>SS.8.CG.2.1:</td>
<td>Identify the constitutional provisions for establishing citizenship.</td>
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<td><strong>Clarifications:</strong></td>
<td>Students will explain how the 14th Amendment establishes citizenship.</td>
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<td>SS.8.CG.2.3:</td>
<td>Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.</td>
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<td><strong>Clarifications:</strong></td>
<td>Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.</td>
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<td>SS.8.CG.2.4:</td>
<td>Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.</td>
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<td><strong>Clarifications:</strong></td>
<td>Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.</td>
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<td>SS.8.CG.2.6:</td>
<td>Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.</td>
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<td>Students will identify constitutional amendments that address voting rights.</td>
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<td>SS.8.CG.3.1:</td>
<td>Trace the foundational ideas and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.</td>
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<td><strong>Clarifications:</strong></td>
<td>Students will identify foundational ideas and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).</td>
</tr>
<tr>
<td>SS.8.E.1.1:</td>
<td>Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</td>
</tr>
<tr>
<td>SS.8.E.2.1:</td>
<td>Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</td>
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<td>SS.8.E.2.2:</td>
<td>Explain the economic impact of government policies.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</td>
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<td>SS.8.E.2.3:</td>
<td>Assess the role of the United States and other minority groups in the economic development of the United States.</td>
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<td>SS.8.G.1.1:</td>
<td>Use maps to explain physical and cultural attributes of major regions throughout American history.</td>
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<tr>
<td>SS.8.G.1.2:</td>
<td>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.</td>
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<td>SS.8.G.2.1:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, societal, or cultural significance.</td>
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<td>SS.8.G.2.2:</td>
<td>Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.</td>
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<td>SS.8.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of development, growth, and changing nature of cities and urban centers in the United States over time.</td>
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<td>SS.8.G.2.4:</td>
<td>Use geographic terms and tools to analyze case studies of the impact of human modifications on the physical environment and ecosystems of the United States throughout history.</td>
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<tr>
<td>SS.8.G.2.5:</td>
<td>Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Complete tasks with mathematical fluency.</td>
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<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Engage in discussions that reflect on the mathematical thinking of self and others.</td>
</tr>
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</table>
### MA.K12.MTR.4.1
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

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

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

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

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

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

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

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

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

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

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

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

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

**Clarifications:**
### General Course Information and Notes

#### GENERAL NOTES

**M/J Florida** - The social studies curriculum for this course consists of the following content area strands: American History, Economics, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood, Florida's role in sectionalism, Florida's system of slavery, Civil War and Reconstruction, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development. Students will study methods of historical inquiry and primary and secondary historical documents.

**Instructional Practices**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Certification</th>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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<td>Elementary Education (Elementary Grades 1-6)</td>
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</tbody>
</table>
GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 2100040
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject:
American and Western Hemispheric Histories
Abbreviated Title: M/J IB MYP US HIST
Course Length: Year (Y)
Course Attributes:
  • International Baccalaureate (IB)
Course Level: 3
Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

<table>
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<tr>
<th>Name</th>
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<td>SS.68.HE.1.1:</td>
<td>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</td>
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<td>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</td>
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General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

GENERAL INFORMATION

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Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
Abbreviated Title: M/J IB MYP US HIST
Course Length: Year (1)
Course Attributes:
• International Baccalaureate (IB)
Course Level: 3

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

History (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

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Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards – Students will:

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

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

GENERAL INFORMATION

Course Number: 2100041

<table>
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<th>Course Path:</th>
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General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards - Students will:

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

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 2100041</th>
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</thead>
<tbody>
<tr>
<td>Course Path: Section: Grades PreK to 12 Education</td>
</tr>
<tr>
<td>Courses &gt; Subject: Social Studies &gt; SubSubject: American and Western Hemispheric Histories &gt;</td>
</tr>
<tr>
<td>Abbreviated Title: M/J IB MYP USHIST/CP</td>
</tr>
<tr>
<td>Course Length: Year (Y)</td>
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<tr>
<td>Course Attributes:</td>
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<tr>
<td>• International Baccalaureate (IB)</td>
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<td>Course Level: 3</td>
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</tbody>
</table>

Educator Certifications

History (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Clarifications</th>
<th>FLDOE Social Studies webpage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.3</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.1</td>
<td>Define the term &quot;citizen,&quot; and identify legal means of becoming a United States citizen.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.2:</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<table>
<thead>
<tr>
<th>SS.7.C.2.3:</th>
<th>Experience the responsibilities of citizens at the local, state, or federal levels.</th>
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</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SS.7.C.2.4:</th>
<th>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<th>SS.7.C.2.5:</th>
<th>Distinguish how the Constitution safeguards and limits individual rights.</th>
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</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<th>SS.7.C.2.6:</th>
<th>Simulate the trial process and the role of juries in the administration of justice.</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.7.C.2.7:</th>
<th>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify America's current political parties, and illustrate their ideas about government.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.7.C.2.8:</th>
<th>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.7.C.2.9:</th>
<th>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<th>SS.7.C.2.10:</th>
<th>Analyze media and political communications (bias, symbolism, propaganda).</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.7.C.2.11:</th>
<th>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.7.C.2.13:</th>
<th>Conduct a service project to further the public good.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>The project can be at the school, community, state, national, or international level.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.7.C.2.14:</th>
<th>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.2:</td>
<td>Compare parliamentary, federal, confederal, and unitary systems of government.</td>
</tr>
<tr>
<td>SS.7.C.3.3:</td>
<td>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</td>
</tr>
<tr>
<td>SS.7.C.3.4:</td>
<td>Identify the relationship and division of powers between the federal government and state governments.</td>
</tr>
<tr>
<td>SS.7.C.3.5:</td>
<td>Explain the Constitutional amendment process.</td>
</tr>
<tr>
<td>SS.7.C.3.6:</td>
<td>Evaluate Constitutional rights and their impact on individuals and society.</td>
</tr>
<tr>
<td>SS.7.C.3.7:</td>
<td>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</td>
</tr>
<tr>
<td>SS.7.C.3.8:</td>
<td>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</td>
</tr>
<tr>
<td>SS.7.C.3.9:</td>
<td>Illustrate the law making process at the local, state, and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.10:</td>
<td>Identify sources and types (civil, criminal, constitutional, military) of law.</td>
</tr>
<tr>
<td>SS.7.C.3.11:</td>
<td>Diagram the levels, functions, and powers of courts at the state and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.13:</td>
<td>Compare the constitutions of the United States and Florida.</td>
</tr>
<tr>
<td>SS.7.C.3.14:</td>
<td>Differentiate between local, state, and federal governments' obligations and services.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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<table>
<thead>
<tr>
<th>SS.7.C.A.1:</th>
<th>Differentiate concepts related to United States domestic and foreign policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<table>
<thead>
<tr>
<th>SS.7.C.A.2:</th>
<th>Recognize government and citizen participation in international organizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<table>
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<tr>
<th>SS.7.C.A.3:</th>
<th>Describe examples of how the United States has dealt with international conflicts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.8.A.1.1:</th>
<th>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a>.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.8.A.1.2:</th>
<th>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.8.A.1.3:</th>
<th>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.8.A.1.4:</th>
<th>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.8.A.1.5:</th>
<th>Compare interpretations of key events and issues throughout American History.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, historiography.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.8.A.1.6:</th>
<th>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.8.A.1.7:</th>
<th>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.8.A.2.1:</th>
<th>Compare the characteristics of the New England, Middle, and Southern colonies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.8.A.2.2:</th>
<th>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.8.A.2.3:</th>
<th>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.8.A.2.4:</th>
<th>Discuss the impact of colonial settlement on Native American populations.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.8.A.2.5:</th>
<th>Examine the causes, course, and consequences of the French and Indian War.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</td>
</tr>
</tbody>
</table>

<p>| SS.8.A.2.6: | Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.8.A.3.1</td>
<td>Examine the structure, content, and consequences of the Declaration of Independence.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
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<tr>
<td></td>
<td>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</td>
</tr>
<tr>
<td>SS.8.A.3.2</td>
<td>Explain American colonial reaction to British policy from 1763 - 1774.</td>
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<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</td>
</tr>
<tr>
<td>SS.8.A.3.3</td>
<td>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</td>
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<td></td>
<td><strong>Clarifications:</strong></td>
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<tr>
<td></td>
<td>Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</td>
</tr>
<tr>
<td>SS.8.A.3.4</td>
<td>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
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<tr>
<td></td>
<td>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</td>
</tr>
<tr>
<td>SS.8.A.3.5</td>
<td>Describe the influence of individuals on social and political developments during the Revolutionary era.</td>
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<td></td>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</td>
</tr>
<tr>
<td>SS.8.A.3.6</td>
<td>Examine the causes, course, and consequences of the American Revolution.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong></td>
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<tr>
<td></td>
<td>Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</td>
</tr>
<tr>
<td>SS.8.A.3.7</td>
<td>Examine the structure, content, and consequences of the Declaration of Independence.</td>
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<td>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</td>
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<tr>
<td>SS.8.A.3.8</td>
<td>Examine individuals and groups that affected political and social motivations during the American Revolution.</td>
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<td></td>
<td><strong>Clarifications:</strong></td>
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<td></td>
<td>Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</td>
</tr>
<tr>
<td>SS.8.A.3.9</td>
<td>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</td>
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<td><strong>Clarifications:</strong></td>
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<tr>
<td></td>
<td>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</td>
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<tr>
<td>SS.8.A.3.10</td>
<td>Examine the causes, course, and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).</td>
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<td>SS.8.A.3.11</td>
<td>Analyze support and opposition (Federalists, Federalist Papers, Antifederalists, Bill of Rights) to ratification of the U.S. Constitution.</td>
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<td>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</td>
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<tr>
<td>SS.8.A.3.13</td>
<td>Examine major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</td>
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<td><strong>Clarifications:</strong></td>
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<td></td>
<td>Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</td>
</tr>
<tr>
<td>SS.8.A.3.14</td>
<td>Examine major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</td>
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<td>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</td>
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<tr>
<td>SS.8.A.3.15</td>
<td>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indented servants, Native Americans, slaves, women, working class).</td>
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<tr>
<td>SS.8.A.3.16</td>
<td>Examine key events in Florida history as each impacts this era of American history.</td>
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<tr>
<td>SS.8.A.4.1</td>
<td>Describe the debate surrounding the spread of slavery into western territories and Florida.</td>
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<tr>
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<tr>
<td>SS.8.A.4.2</td>
<td>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</td>
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<td><strong>Clarifications:</strong></td>
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<td>SS.8.A.4.3</td>
<td>Examine the course and consequences of the Constitutional Convention and its aspects that led to the Constitutional Convention.</td>
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<tr>
<td>SS.8.A.4.4</td>
<td>Describe the influence of individuals on social and political developments during the Revolutionary era.</td>
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<td>SS.8.A.4.5</td>
<td>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</td>
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</tr>
</tbody>
</table>
SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.

**Clarifications:** Examples may include, but are not limited to, Fitch/commercial steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, Mccoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.

SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

**Clarifications:** Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

SS.8.A.4.8: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**Clarifications:** Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

SS.8.A.4.9: Analyze the impact of technological advancements on the agricultural economy and slave labor.

**Clarifications:** Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

SS.8.A.4.10: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.4.11: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

SS.8.A.4.12: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

SS.8.A.4.13: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiment).

SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.4.15: Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.16: Examine key events and peoples in Florida history as each impacts this era of American history.

**Clarifications:** Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

SS.8.A.4.17: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

**Clarifications:** Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

SS.8.A.4.18: Explain the causes, course, and consequences of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Clarifications:** Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

SS.8.A.5.1: Analyze the role of slavery in the development of sectional conflict.

**Clarifications:** Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

SS.8.A.5.2: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**Clarifications:** Examples may include, but aren't limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.A.5.3: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**Clarifications:** Compare Union and Confederate strengths and weaknesses.

SS.8.A.5.4: Compare significant Civil War battles and events and their effects on civilian populations.

**Clarifications:** Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor vs. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

SS.8.A.5.5: Examine key events and peoples in Florida history as each impacts this era of American history.

**Clarifications:** Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle of Natural Bridge.

SS.8.A.5.6: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.

SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

Locate and describe in geographic terms the major ecosystems of the United States.

Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

Interpret databases, case studies, and maps to describe the role that amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

Use geographic terms and tools to analyze case studies of the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Describe the development, growth, and changing nature of cities and urban centers in the history of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

Explain the economic impact of government policies.

Interpret population growth and other demographic data for any given place in the United States throughout its history.

Interpret domestic and international interdependence.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

Locate and describe in geographic terms the major ecosystems of the United States.

Evaluate the role that geographical factors played in influencing trade, migration patterns, and development.

Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Use appropriate maps and other graphic representations to analyze case studies of the United States economy.

Identify the physical and human elements that define and differentiate regions as relevant to American history.

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

Locate and describe in geographic terms the major ecosystems of the United States.

Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

Use political maps to describe changes in boundaries and governance throughout American history.

Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Illustrate places and events in U.S. history through the use of narratives and geographic representations.

Cite specific textual evidence to support analysis of primary and secondary sources.

Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.
| **LAFS.68.WHST.1.2:** | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
- e. Establish and maintain a formal style and objective tone.  
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **LAFS.68.WHST.2.4:** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **LAFS.68.WHST.2.5:** | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **LAFS.68.WHST.2.6:** | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **LAFS.68.WHST.3.7:** | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| **LAFS.68.WHST.3.8:** | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **LAFS.68.WHST.3.9:** | Draw evidence from informational texts to support analysis reflection, and research. |
| **LAFS.68.WHST.4.10:** | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **LAFS.8.SL.1.2:** | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| **LAFS.8.SL.1.3:** | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| **LAFS.8.SL.2.4:** | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| **MAFS.6.SP.2.4:** | Display numerical data in plots on a number line, including dot plots, histograms, and box plots. |
| **MAFS.6.SP.2.5:** | Summarize numerical data sets in relation to their context, such as by:  
- a. Reporting the number of observations.  
- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.  
- c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.  
- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. |
| **MAFS.K12.MP.1.1:** | **Make sense of problems and persevere in solving them.**  
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given data, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| **MAFS.K12.MP.3.1:** | **Construct viable arguments and critique the reasoning of others.**  
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |
| **MAFS.K12.MP.5.1:** | **Use appropriate tools strategically.**  
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are...
English language learners communicate for social and instructional purposes within the school setting.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about using units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### General Course Information and Notes

**GENERAL NOTES**

**M/J U.S. History** - The eighth-grade social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**M/J Civics** - The primary content for this portion of the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

Mathematics Benchmark Guidance - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

Special Notes: This course is meant as a means of combining the required M/J United States History content with remediation of the required M/J Civics content.

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

**Instructional Practices**

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

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

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

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

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

**GENERAL INFORMATION**

**Course Number:** 2100045

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Path:**
- **Section:** Grades PreK to 12 Education
- **Courses:**
- **Grade Group:** Grades 6 to 8 Education
- **Subject:** Social Studies
- **SubSubject:** American and Western Hemispheric Histories

**Abbreviated Title:** M/J US HIST & CIVICS

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2:</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” had on colonists’ views of government.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.3:</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4:</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5:</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6:</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7:</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8:</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9:</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.2:</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels. <strong>Clarifications:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.7.C.2.4:</td>
<td>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.5:</td>
<td>Distinguish how the Constitution safeguards and limits individual rights. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.6:</td>
<td>Simulate the trial process and the role of juries in the administration of justice.</td>
</tr>
<tr>
<td>SS.7.C.2.7:</td>
<td>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Identify America’s current political parties, and illustrate their ideas about government. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.8:</td>
<td>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.9:</td>
<td>Examine the impact of media, individuals, and interest groups on monitoring and influencing government. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.10:</td>
<td>Analyze media and political communications (bias, symbolism, propaganda). <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.11:</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.12:</td>
<td>Examine multiple perspectives on public and current issues. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.13:</td>
<td>Conduct a service project to further the public good. <strong>Clarifications:</strong> The project can be at the school, community, state, national, or international level.</td>
</tr>
<tr>
<td>SS.7.C.2.14:</td>
<td>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 51. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.1:</td>
<td>Compare parliamentary, federal, confederal, and unitary systems of government. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.2:</td>
<td>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</td>
</tr>
<tr>
<td>SS.7.C.3.3:</td>
<td>Identify the relationship and division of powers between the federal government and state governments.</td>
</tr>
<tr>
<td>SS.7.C.3.4:</td>
<td>Compare the constitutions of the United States and Florida.</td>
</tr>
<tr>
<td>SS.7.C.3.5:</td>
<td>Explain the Constitutional amendment process.</td>
</tr>
<tr>
<td>SS.7.C.3.6:</td>
<td>Evaluate Constitutional rights and their impact on individuals and society.</td>
</tr>
<tr>
<td>SS.7.C.3.7:</td>
<td>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</td>
</tr>
<tr>
<td>SS.7.C.3.8:</td>
<td>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</td>
</tr>
<tr>
<td>SS.7.C.3.9:</td>
<td>Illustrate the law making process at the local, state, and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.10:</td>
<td>Identify sources and types (civil, criminal, constitutional, military) of law.</td>
</tr>
<tr>
<td>SS.7.C.3.11:</td>
<td>Diagram the levels, functions, and powers of courts at the state and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.13:</td>
<td>Compare the constitutions of the United States and Florida.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
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</tr>
<tr>
<td><strong>SS.7.C.3.14:</strong></td>
<td>Differentiate between local, state, and federal governments' obligations and services.</td>
</tr>
<tr>
<td><strong>SS.7.C.4.1:</strong></td>
<td>Differentiate concepts related to United States domestic and foreign policy.</td>
</tr>
<tr>
<td><strong>SS.7.C.4.2:</strong></td>
<td>Recognize government and citizen participation in international organizations.</td>
</tr>
<tr>
<td><strong>SS.7.C.4.3:</strong></td>
<td>Describe examples of how the United States has dealt with international conflicts.</td>
</tr>
<tr>
<td><strong>SS.8.A.1.1:</strong></td>
<td>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</td>
</tr>
<tr>
<td><strong>SS.8.A.1.2:</strong></td>
<td>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.</td>
</tr>
<tr>
<td><strong>SS.8.A.1.3:</strong></td>
<td>Analyze current events relevant to American History topics through a variety of electronic and print media resources.</td>
</tr>
<tr>
<td><strong>SS.8.A.1.4:</strong></td>
<td>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</td>
</tr>
<tr>
<td><strong>SS.8.A.1.5:</strong></td>
<td>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</td>
</tr>
<tr>
<td><strong>SS.8.A.1.6:</strong></td>
<td>Compare interpretations of key events and issues throughout American History.</td>
</tr>
<tr>
<td><strong>SS.8.A.1.7:</strong></td>
<td>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</td>
</tr>
<tr>
<td><strong>SS.8.A.2.1:</strong></td>
<td>Differentiate the characteristics of the New England, Middle, and Southern colonies.</td>
</tr>
<tr>
<td><strong>SS.8.A.2.2:</strong></td>
<td>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.</td>
</tr>
<tr>
<td><strong>SS.8.A.2.3:</strong></td>
<td>Identify the impact of key colonial figures on the economic, political, and social development of the colonies.</td>
</tr>
<tr>
<td><strong>SS.8.A.2.4:</strong></td>
<td>Discuss the impact of colonial settlement on Native American populations.</td>
</tr>
<tr>
<td><strong>SS.8.A.2.5:</strong></td>
<td>Examine the causes, course, and consequences of the French and Indian War.</td>
</tr>
<tr>
<td><strong>SS.8.A.2.6:</strong></td>
<td>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</td>
</tr>
<tr>
<td><strong>SS.8.A.2.7:</strong></td>
<td>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</td>
</tr>
</tbody>
</table>
Clarifications:
Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.

SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.
Clarifications:
Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.

Clarifications:
Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.

SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
Clarifications:
Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.
Clarifications:
Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.

SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.
Clarifications:
Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

SS.8.A.3.7: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
Clarifications:
Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.

SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

SS.8.A.3.10: Examine the cause and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

Clarifications:
Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.

Clarifications:
Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.

Clarifications:
Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.

SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
Clarifications:
Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.

SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
Clarifications:
Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
Clarifications:
Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

SS.8.A.4.5: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
Clarifications:
Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.

SS.8.A.4.6: Clarifications:
Explain the causes, course, and consequences of the Civil War.

SS.8.A.4.7: Clarifications:
Describe the influence of individuals on social and political developments of this era in American History.

SS.8.A.4.8: Clarifications:
Examine the causes, course, and consequences of the women's suffrage.

SS.8.A.4.9: Clarifications:
Analyze the causes, course, and consequences of the Second Great Awakening on social reform movements.

SS.8.A.4.10: Clarifications:
Analyze the impact of technological advancements on the agricultural economy and slave labor.

SS.8.A.4.11: Clarifications:
Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.4.12: Clarifications:
Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

SS.8.A.4.13: Clarifications:
Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

SS.8.A.4.14: Clarifications:
Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.4.15: Clarifications:
Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

SS.8.A.4.16: Clarifications:
Identify key ideas and influences of Jacksonian democracy.

SS.8.A.14.17: Clarifications:
Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.14.18: Clarifications:
Identify the division (confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

SS.8.A.14.19: Clarifications:
Compare Union and Confederate strengths and weaknesses.

SS.8.A.14.20: Clarifications:
Compare significant Civil War battles and events and their effects on civilian populations.

SS.8.A.14.21: Clarifications:
Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.14.22: Clarifications:
Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

Evaluate how amendments to the Constitution have expanded voting rights from our nation’s early history to present day.

Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

 Clarifications:
Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

 Clarifications:
Examples are merantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

Use geographic terms and tools to analyze case studies of the impact of human modifications on the physical environment and ecosystems of the United States over time.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

 Clarifications:
Examples of physical elements are climate, terrain, resources.
Examples of human elements are religion, government, economy, language, demography.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

 Clarifications:
Examples are cataclysmic natural disasters, shipwrecks.

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

Use geographic terms and tools to analyze geographic problems and changes over time throughout American history.

 Interpret population growth and other demographic data for any given place in the United States throughout its history.

Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

Use political maps to describe changes in boundaries and governance throughout American history.

Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

Illustrate places and events in U.S. history through the use of narratives and graphic representations.

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

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

 Clarifications:
Examples are maps, graphs, tables.

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

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

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

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
MA.K12.MTR.2.1: Choose a representation based on the given context or purpose.

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

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

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

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

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

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

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

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

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

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

<table>
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<tr>
<th>Efficiency</th>
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<td>Clarifications:</td>
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<tr>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
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<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
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<tr>
<td>- Challenge students to question the accuracy of their models and methods.</td>
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<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
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<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
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### ELA.K12.EE.1.1

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

### ELA.K12.EE.2.1

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

### ELA.K12.EE.3.1

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

### ELA.K12.EE.4.1

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

### ELA.K12.EE.5.1

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

### ELA.K12.EE.6.1

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

### ELD.K12.ELL.SI.1

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

### ELD.K12.ELL.SS.1

| English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

### HE.B.C.2.4

| Critique school and public health policies that influence health promotion and disease prevention. |
| Clarifications: |
| Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws. |

### General Course Information and Notes

**GENERAL NOTES**

**M/J U.S. History** - The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**M/J Civics** - The primary content for this portion of the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

Special Notes: This course is meant as a means of combining the required M/J United States History content with remediation of the required M/J Civics content.
Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

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

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

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

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

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**GENERAL INFORMATION**

**Course Number:** 2100045

**Course Path:** Section: Grades PreK to 12 Education
Courses ➔ **Grade Group:** Grades 6 to 8 Education
Courses ➔ **Subject:** Social Studies ➔ **SubSubject:** American and Western Hemispheric Histories ➔

**Abbreviated Title:** M/J US HIST & CIVICS

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

<table>
<thead>
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<th>History (Grades 6-12)</th>
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<td>Social Science (Grades 5-9)</td>
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<td>Social Science (Grades 6-12)</td>
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## Course Standards

<table>
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<th>Name</th>
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| SS.68.HE.1.1:             | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
|                           | • Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
|                           | • Students will analyze how antisemitism led to and contributed to the Holocaust.  
|                           | • Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).  |
| SS.7.CG.1.1:             | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.  
|                           | • Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  
|                           | • Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).  
|                           | • Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  
|                           | • Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.  |
| SS.7.CG.1.2:             | Trace the principles underlying America's founding ideas on law and government.  
|                           | • Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  
|                           | • Students will explain why religious liberty is a protected right.  |
| SS.7.CG.1.3:             | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.  
|                           | • Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government).  |
| SS.7.CG.1.4:             | Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.  
|                           | • Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.  
|                           | • Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.  
|                           | • Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.  |
| SS.7.CG.1.5:             | Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
|                           | • Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
|                           | • Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.  |
| SS.7.CG.1.6:             | Analyze the ideas and grievances set forth in the Declaration of Independence.  
|                           | • Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).  
|                           | • Students will explain the concept of natural rights as expressed in the Declaration of Independence.  
|                           | • Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.  
|                           | • Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.  
|                           | • Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.  
|                           | • Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).  |
| SS.7.CG.1.7:             | Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.  
|                           | • Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).  |
| SS.7.CG.1.8:             | Explain the purpose of the Preamble to the U.S. Constitution.  
|                           | • Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).  
|                           | • Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).  
|                           | • Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.  |
|                           | Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law.  |
and due process of law.
- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

SS.7.CG.1.10:
Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.

SS.7.CG.1.11:
Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

SS.7.CG.2.1:
Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

SS.7.CG.2.2:
Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.
- Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.
- Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.

SS.7.CG.2.3:
Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

SS.7.CG.2.4:
Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

SS.7.CG.2.5:
Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
- Students will examine the significance of juries in the American legal system.
- Students will explain types of jury trials, how juries are selected and why jury trials are important.

SS.7.CG.2.6:
Examine the election and voting process at the local, state and national levels.
- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

SS.7.CG.2.7:
Identify the constitutional qualifications required to hold state and national office.
- Students will recognize the qualifications to seek election to local and state political offices.

SS.7.CG.2.8:
Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

SS.7.CG.2.9:
Analyze media and political communications and identify examples of bias, symbolism and propaganda.
- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

SS.7.CG.2.10:
Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- Students will identify the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address local or state problems.
- Students will analyze public policy alternatives to resolve local and state problems.

SS.7.CG.3.1:
Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will identify different forms of government based on their political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
- Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States’
**SS.7.CG.3.2:** Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- Students will apply their understanding of federal, confederal and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

**SS.7.CG.3.3:** Describe the structure and function of the three branches of government established in the U.S. Constitution.
- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

**SS.7.CG.3.4:** Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

**SS.7.CG.3.5:** Describe the structure and function of the three branches of government.
- Students will identify the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

**SS.7.CG.3.6:** Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

**SS.7.CG.3.7:** Explain the amendment process outlined in Article V of the U.S. Constitution.
- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

**SS.7.CG.3.8:** Explain the structure, functions and processes of the executive branch of government.
- Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).
- Students will compare and contrast executive authority at the local, state and national levels.
- Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

**SS.7.CG.3.9:** Explain the structure, functions and processes of the judicial branch of government.
- Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare the trial and appellate processes.

**SS.7.CG.3.10:** Identify sources and types of law.
- Students will explain how historical codes of law influenced the United States.
- Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- Students will compare civil, criminal, constitutional and/or military types of law.

**SS.7.CG.3.11:** Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

**SS.7.CG.3.12:** Compare the U.S. and Florida constitutions.
- Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- Students will compare the amendment process of the U.S. and Florida Constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

**SS.7.CG.3.13:** Explain government obligations to its citizens and the services provided at the local, state and national levels.
- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

**SS.7.CG.3.14:** Explain the purpose and function of the Electoral College in electing the President of the United States.
- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

**SS.7.CG.3.15:** Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.
- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

**SS.7.CG.4.1:** Explain the relationship between U.S. foreign and domestic policy.
- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
- Students will define “national interest” and identify the means available to the national government to pursue the United States’ national interest.

Describe the United States’ and citizen participation in international organizations.
| SS.7.CG.4.2: | Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization). Students will discuss the advantages and disadvantages of U.S. membership in international organizations. |
| SS.7.CG.4.3: | Describe examples of the United States' actions and reactions in international conflicts. Students will identify specific examples of and the reasons for United States' involvement in international conflicts. Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States. Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war). |
| SS.8.A.1.1: | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. |
| SS.8.A.1.2: | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. |
| SS.8.A.1.3: | Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. |
| SS.8.A.1.4: | Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. |
| SS.8.A.1.5: | Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. |
| SS.8.A.1.6: | Compare interpretations of key events and issues throughout American History. |
| SS.8.A.1.7: | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |
| SS.8.A.2.1: | Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. |
| SS.8.A.2.2: | Compare the characteristics of the New England, Middle, and Southern colonies. |
| SS.8.A.2.3: | Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. |
| SS.8.A.2.4: | Identify the impact of key colonial figures on the economic, political, and social development of the colonies. |
| SS.8.A.2.5: | Discuss the impact of colonial settlement on Native American populations. |
| SS.8.A.2.6: | Examine the causes, course, and consequences of the French and Indian War. |
| SS.8.A.2.7: | Examine the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774. |
| SS.8.A.3.1: | Explain American colonial reaction to British policy from 1763 - 1774. |
| SS.8.A.3.2: | Explain American colonial reaction to British policy from 1763 - 1774. |
| SS.8.A.3.4: | Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. |
Describe the influence of individuals on social and political developments during the Revolutionary era.

Examine the causes, course, and consequences of the American Revolution.

Examine individuals and groups that affected political and social motivations during the American Revolution.

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

Examine the causes, course, and consequences of the American Revolution.

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

Examine the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

Describe the influence of individuals on social and political developments of this era in American History.

Examine the course and consequences of the Constitutional Convention

Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

Describe the debate surrounding the spread of slavery into western territories and Florida.

Examine key events in Florida history as each impacts this era of American history.

Examine the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

Identify technological improvements (inventions/inventors) that contributed to industrial growth.

Explain the causes, course, and consequences of the Second Great Awakening on social reform movements.

Analyze the causes, course and consequences of the First Great Awakening on the spread of the Enlightenment.

Analyze the impact of technological advancements on the agricultural economy and slave labor.
SS.8.A.4.10:
**Clarifications:** Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

SS.8.A.4.11:
Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.4.12:
Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

SS.8.A.4.13:
Explain the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.4.14:
Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

SS.8.A.4.15:
Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.16:
Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.4.17:
Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

SS.8.A.4.18:
Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

SS.8.A.5.1:
**Clarifications:** Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.
Examine the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.

SS.8.A.5.2:
**Clarifications:** Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

SS.8.A.5.3:
**Clarifications:** Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.A.5.4:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.A.5.5:
**Clarifications:** Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

SS.8.A.5.6:
**Clarifications:** Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.A.5.7:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.A.5.8:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.CG.1.1:
**Clarifications:** Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

SS.8.CG.1.2:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.CG.1.3:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.CG.2.1:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.CG.2.2:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.CG.2.3:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.A.4.10:
**Clarifications:** Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

SS.8.A.4.11:
Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.4.12:
Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

SS.8.A.4.13:
Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Ogden [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

SS.8.A.4.14:
Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.4.15:
Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.16:
Examine key events and peoples in Florida history as each impacts this era of American history.

SS.8.A.4.17:
Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

SS.8.A.4.18:
Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

SS.8.A.5.1:
**Clarifications:** Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.
Examine the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.

SS.8.A.5.2:
**Clarifications:** Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

SS.8.A.5.3:
**Clarifications:** Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.A.5.4:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.A.5.5:
**Clarifications:** Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

SS.8.A.5.6:
**Clarifications:** Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

SS.8.A.5.7:
**Clarifications:** Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.A.5.8:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.CG.1.1:
**Clarifications:** Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.
Examine the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny.

SS.8.CG.1.2:
**Clarifications:** Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.CG.1.3:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.CG.2.1:
**Clarifications:** Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

SS.8.CG.2.2:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

SS.8.CG.2.3:
**Clarifications:** Examples may include, but are not limited to, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.
Analyze contributions of entrepreneurs, inventors, and other key individuals.
Describe human dependence on the physical environment and natural resources.
Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
Use political maps to describe changes in boundaries and governance throughout American history.
Use geographic terms and tools to analyze the effects throughout time.
Interpret databases, case studies, and maps to describe the role that entrepreneurs, inventors, and other key individuals played.
Locate and describe in geographic terms the major ecosystems of the United States.
Interpret population growth and other demographic data for any given place in the United States throughout its history.
Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.
Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources.
Interpret population growth and other demographic data for any given place in the United States throughout its history.
Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
Use political maps to describe changes in boundaries and governance throughout American history.
Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

**Clarifications:**
Examples are: triangular trade routes and regional exchange of resources.
Examples are: deforestation, urbanization, agriculture.
Examples are: catastrophe natural disasters, shipwrecks.
Examples are: mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.
Examples are: religion, government, economy, language, demography.

**Examples are:**
- Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.
- Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.
Develop students’ ability to analyze and problem solve. Recognize students’ effort when solving challenging problems.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ELD.K12.ELL.SS.1:
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

### HE.B.C.2.4:
Critique school and public health policies that influence health promotion and disease prevention.

**Clarifications:**
- Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

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**General Course Information and Notes**

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the...
following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

**GENERAL NOTES**

**M/J U.S. History** - The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**M/J Civics** - The primary content for this portion of the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Special Notes:** This course is meant as a means of combining the required M/J United States History content with remediation of the required M/J Civics content.

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

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

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

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nations-states
- Major governmental, nongovernmental international organizations


**Instructional Practices**

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

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

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

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

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

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

**GENERAL INFORMATION**

- **Course Number:** 2100045
- **Course Path:** Section: Grades PreK to 12 Education
  Courses > Grade Group: Grades 6 to 8 Education
  Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories
  **Abbreviated Title:** M/J US HIST & CIVICS
- **Course Length:** Year (Y)
- **Course Attributes:**

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## Educator Certifications

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Grade Level(s)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
<td>6,7,8</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
<td></td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
<td></td>
</tr>
</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

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

GENERAL INFORMATION

Course Number: 2100220
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject:
World and Eastern Hemispheric Histories >
Abbreviated Title: M/J SS TRAN
Course Length: Not Applicable
Course Type: Transfer Course
Course Status: Course Approved
Grade Level(s): 6,7,8
### Course Standards

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

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

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

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

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

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

GENERAL NOTES

SUBJECT AREA TRANSFER NUMBERS

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

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GENERAL INFORMATION

Course Number: 2100220
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies
Courses > SubSubject: World and Eastern Hemispheric Histories
Abbreviated Title: M/J SS TRAN
Course Length: Not Applicable
Course Type: Transfer Course
Course Status: State Board Approved
Grade Level(s): 6,7,8
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.E.1.1</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.3</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
</tr>
<tr>
<td>SS.6.E.3.4</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.3</td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.1.4</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td>SS.6.G.1.5</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.6</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td>SS.6.G.1.7</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>SS.6.G.1.8</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.1</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.2</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.3</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.4</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
<tr>
<td>SS.6.G.2.5</td>
<td>Interpreting how geographic boundaries invite or limit interaction with other regions and cultures.</td>
</tr>
<tr>
<td>SS.6.G.2.6</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.2.7</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1</td>
<td>Analyze the impact of human populations on the ancient world’s ecosystems.</td>
</tr>
<tr>
<td>SS.6.G.3.2</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
<tr>
<td>SS.6.G.4.1</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
</tr>
<tr>
<td>SS.6.G.4.2</td>
<td>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td>
</tr>
</tbody>
</table>
SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.

SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

SS.6.G.5.4: The Uses of Geography) as the organizing framework for understanding the world and its people.

SS.6.G.6.1: Compare maps of the world in ancient times with current political maps.

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

SS.6.W.1.2: Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.3: Examples are artifacts, images, auditory sources, written sources.

SS.6.W.1.4: Examples are archaeology, geography, political science, economics.

SS.6.W.1.5: Describe how history transmits culture and heritage and provides models of human character.

LAFS.6.SL.1.1: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.1.3: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.6.RH.1.2: Identify the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.6.RH.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.6.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.6.RH.2.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.6.RH.2.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.6.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.6.RH.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.RH.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.6.WHST.1.1: Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.6.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.6.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.6.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

LAFS.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.6.SP.2.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Standard Relation to Course: Supporting

MAFS.6.SP.2.5: Summarize numerical data sets in relation to their context, such as by:

a. Reporting the number of observations.

b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

MAFS.K12.MP.1.1: The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary focus for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land

MAFS.K12.MP.3.1: Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or formally stated until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.5.1: Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems.

MAFS.K12.MP.6.1: Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

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

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.6.C.2.4: Investigate school and public health policies that influence health promotion and disease prevention.

Clarifications:

Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

General Course Information and Notes

GENERAL NOTES

M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary focus for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land
Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf

Instructional Practices

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

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

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

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

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled "course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

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

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

GENERAL INFORMATION

Course Number: 2103010
Course Path: Section: Grades PreK to 12 Education
Courses: > Grade Group: Grades 6 to 8 Education
Courses: > Subject: Social Studies > SubSubject: Geography
Abbreviated Title: M/J WORLD GEOG
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 2
Grade Level(s): 6, 7, 8
Course Status: Course Approved

Educator Certifications

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- Social Science (Grades 5-9)
- Geography (Grades 6-12)
- Social Science (Grades 6-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)
## Course Standards

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<td>SS.6.E.1.3</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
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<td>SS.6.E.2.1</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
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<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<td>Identify natural wonders of the ancient world.</td>
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<td>Utilize tools geographers use to study the world.</td>
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<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<td>SS.6.G.1.7</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
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<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
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<td>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td>
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SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

SS.6.G.5.1:

**Clarifications:**
Examples are water in the Middle East, fertile soil, fuel.

SS.6.G.5.2:

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

SS.6.G.5.3:

**Clarifications:**
Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

SS.6.G.6.1:


SS.6.G.6.2:

Compare maps of the world in ancient times with current political maps.

SS.6.W.1.1:

**Clarifications:**
Use timelines to identify chronological order of historical events.

SS.6.W.1.3:

**Clarifications:**
Interpret primary and secondary sources.

**SS.6.W.1.4:**

Describe the methods of historical inquiry and how history relates to the other social sciences.

**SS.6.W.1.6:**

Describe how history transmits culture and heritage and provides models of human character.

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

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

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

Mathematicians who complete tasks with mathematical fluency:

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

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

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

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

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

---

### MA.K12.MTR.5.1:

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

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

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

---

### MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

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

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

---

### MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

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

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

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### ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

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### ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

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### ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

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

---

### ELA.K12.EE.3.1:

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

**GENERAL NOTES**

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

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

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

Course Number: 2103010

Course Path: Section: Grades PreK to 12 Education
Courses -> Grade Group: Grades 6 to 8 Education
Courses -> Subject: Social Studies -> SubSubject: Geography

Abbreviated Title: M/J WORLD GEOG
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8

Educator Certifications

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Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**Clarifications:**
Examples are water in the Middle East, fertile soil, fuel.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Clarifications:**
Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.


**Clarifications:**
Examples are archaeology, geography, political science, economics.

Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

- Students will develop networks of highways, waterways, and other transportation linkages.

**Clarifications:**
Examples are artifacts, images, auditory sources, written sources.

Describe the methods of historical inquiry and how history relates to the other social sciences.

**Clarifications:**
Examples are archaeology, geography, political science, economics.

Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

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**Clarifications:**
Examples are water in the Middle East, fertile soil, fuel.

Complete tasks with mathematical fluency.

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

**Clarifications:**
Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

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

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

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

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

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

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

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

#### Clarifications:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2103010

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Geography

**Abbreviated Title:** M/J WORLD GEOG

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Grade Level(s):** 6,7,8

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

**Educator Certifications**

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- Social Science (Grades 5-9)
- Geography (Grades 6-12)
- Social Science (Grades 6-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<tr>
<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<tr>
<td>SS.6.E.3.5:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<tr>
<td>SS.6.E.3.6:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>SS.6.E.3.7:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<tr>
<td>SS.6.E.3.8:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<tr>
<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<tr>
<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world.</td>
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<td>SS.6.G.1.4:</td>
<td>Utilize tools geographers use to study the world.</td>
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<tr>
<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<tr>
<td>SS.6.G.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<tr>
<td>SS.6.G.1.7:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
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<td>SS.6.G.2.1:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
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<tr>
<td>SS.6.G.2.2:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
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<td>SS.6.G.2.3:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
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<td>SS.6.G.2.4:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
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<td>SS.6.G.2.5:</td>
<td>Explain how geographic boundaries invite or limit interaction with other regions and cultures.</td>
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<td>SS.6.G.2.6:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<td>SS.6.G.2.7:</td>
<td>Explain how choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<td>SS.6.G.3.1:</td>
<td>Analyze the impact of human populations on the ancient world’s ecosystems.</td>
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<td>SS.6.G.3.2:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
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<td>SS.6.G.4.1:</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
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<td>SS.6.G.4.2:</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<td>SS.6.G.3.3:</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
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<td>SS.6.G.3.4:</td>
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<td>SS.6.G.4.3</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
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<td>SS.6.G.5.1</td>
<td>Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</td>
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<td>SS.6.G.5.2</td>
<td>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</td>
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<tr>
<td>SS.6.G.5.3</td>
<td>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</td>
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<td>SS.6.G.6.2</td>
<td>Compare maps of the world in ancient times with current political maps.</td>
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<td>SS.6.W.1.1</td>
<td>Use timelines to identify chronological order of historical events.</td>
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<td>SS.6.W.1.3</td>
<td>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</td>
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<td>SS.6.W.1.4</td>
<td>Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
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<td>SS.6.W.1.6</td>
<td>Describe how history transmits culture and heritage and provides models of human character.</td>
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<td>LAFS.6.SL.1.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
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<td>LAFS.6.SL.1.2</td>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
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<td>LAFS.6.SL.1.3</td>
<td>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<td>LAFS.6.SL.2.4</td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<td>LAFS.6.RH.1.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources.</td>
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<tr>
<td>LAFS.6.RH.1.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
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<td>LAFS.6.RH.1.3</td>
<td>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</td>
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<td>LAFS.6.RH.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
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<td>LAFS.6.RH.2.5</td>
<td>Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
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<td>LAFS.6.RH.2.6</td>
<td>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
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<tr>
<td>LAFS.6.RH.3.7</td>
<td>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
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<td>LAFS.6.RH.3.8</td>
<td>Distinguish among fact, opinion, and reasoned judgment in a text.</td>
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<td>LAFS.6.RH.3.9</td>
<td>Analyze the relationship between a primary and secondary source on the same topic.</td>
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<td>LAFS.6.WHST.1.1</td>
<td>Write arguments focused on discipline-specific content.</td>
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<tr>
<td>LAFS.6.WHST.1.2</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
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<tr>
<td>LAFS.6.WHST.2.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>LAFS.6.WHST.2.5</td>
<td>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
</tr>
<tr>
<td>LAFS.6.WHST.2.6</td>
<td>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</td>
</tr>
<tr>
<td>LAFS.6.WHST.3.7</td>
<td>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
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</table>
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Summarize numerical data sets in relation to their context, such as by:
- a. Reporting the number of observations.
- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

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

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Investigate school and public health policies that influence health promotion and disease prevention.

Clariﬁcations:
- Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

General Course Information and Notes

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land...
use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

**Instructional Practices**

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

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

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

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

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[https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

**GENERAL INFORMATION**

**Course Number:** 2103015

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Geography
Abbreviated Title: M/J WORLD GEOG

**Course Length:** Semester (S)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

**Educator Certifications**

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<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

SS.6.G.5.1: Clarifications:
Examples are water in the Middle East, fertile soil, fuel.

SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

SS.6.G.5.3: Clarifications:
Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.


SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

SS.6.W.1.3: Clarifications:
Examples are artifacts, images, auditory sources, written sources.

SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

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

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

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
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Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.
### Clarifications:

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

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

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

**Mathematicians** who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
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**Apply mathematics to real-world contexts.**

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

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

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

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

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

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

**Read and comprehend grade-level complex texts proficiently.**

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

**Make inferences to support comprehension.**

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

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**
### General Course Information and Notes

**GENERAL NOTES**

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- Regional patterns of function
- Geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

**Instructional Practices**

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

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

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

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

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

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GENERAL INFORMATION

Course Number: 2103015

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Geography

Abbreviated Title: M/J WORLD GEOG

Course Length: Semester (S)

Course Attributes:
- Class Size Core Required

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 6,7,8
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
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<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
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<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
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<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world.</td>
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<td>Utilize tools geographers use to study the world.</td>
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<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>SS.6.G.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<td>SS.6.G.1.7:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
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<td>SS.6.G.2.1:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexity of regions created by civilizations.</td>
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<tr>
<td>SS.6.G.2.2:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
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<td>SS.6.G.2.3:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
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<td>SS.6.G.2.4:</td>
<td>Explain how geographic boundaries invite or limit interaction with other regions and cultures.</td>
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<td>SS.6.G.2.5:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<tr>
<td>SS.6.G.2.6:</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<tr>
<td>SS.6.G.3.1:</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
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<td>SS.6.G.3.2:</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
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<td>SS.6.G.4.2:</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
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SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

SS.6.G.5.1: Clarifications: Examples are water in the Middle East, fertile soil, fuel.

SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.


SS.6.G.6.1: Compare maps of the world in ancient times with current political maps.

SS.6.G.6.2: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

SS.6.W.1.3: Clarifications: Examples are artifacts, images, auditory sources, written sources.

SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

SS.6.HS.1.1: Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

SS.6.HS.1.2: Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.

SS.6.HS.1.3: Students will analyze how antisemitism led to and contributed to the Holocaust.

SS.6.HS.1.4: Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

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

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

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

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

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

MA.K12.MTR.3.1: Teachers who encourage students to complete tasks with mathematical fluency:

Mathematicians who complete tasks with mathematical fluency:

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

MA.K12.MTR.4.1: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

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

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

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

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

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

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

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:
Make inferences to support comprehension.

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

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

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

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

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1:
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.6.C.2.4:
Investigate school and public health policies that influence health promotion and disease prevention.

Clarifications:
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

General Course Information and Notes

GENERAL NOTES

M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

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- geographic factors contributing to conflict and cooperation in a variety of settings

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GENERAL INFORMATION

Course Number: 2103015

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Geography

Abbreviated Title: M/J WORLD GEOG

Course Length: Semester (S)

Course Attributes:
- Class Size Core Required

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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Use maps to trace significant migrations, and analyze their results.

**SS.6.G.4.2:**

**Clarifications:**
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**SS.6.G.4.3:**

**Identify the methods used to compensate for the scarcity of resources in the ancient world.**

**SS.6.G.5.1:**

**Clarifications:**
Examples are water in the Middle East, fertile soil, fuel.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**SS.6.G.5.2:**

**Clarifications:**
Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Use geography as the organizing framework for understanding the world and its people.

**SS.6.G.6.1:**

**Clarifications:**
Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

Compare maps of the world in ancient times with current political maps.

**SS.6.G.5.3:**

**Clarifications:**
Examples are artifacts, images, auditory sources, written sources.

Use timelines to identify chronological order of historical events.

**SS.6.W.1.1:**

**Interpret primary and secondary sources.**

**SS.6.W.1.3:**

**Describe the methods of historical inquiry and how history relates to the other social sciences.**

**SS.6.W.1.4:**

**Clarifications:**
Examples are archaeology, geography, political science, economics.

Interpret primary and secondary sources.

**SS.6.W.1.6:**

**Describe how history transmits culture and heritage and provides models of human character.**

Provide specific textual evidence to support analysis of primary and secondary sources.

**LAFS.6.RH.1.1:**

**Determine the central ideas of information or a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**LAFS.6.SL.1.1:**

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**LAFS.6.SL.1.2:**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**LAFS.6.SL.1.3:**

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**LAFS.6.SL.2.4:**

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**LAFS.6.RH.1.1:**

**Distinguish among fact, opinion, and reasoned judgment in a text.**

**LAFS.6.RH.1.2:**

**LAFS.6.RH.1.3:**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.6.RH.1.3:**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.6.RH.2.4:**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**LAFS.6.RH.2.5:**

Describe how a text presents information (e.g., sequentially, causally).

**LAFS.6.RH.2.6:**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**LAFS.6.RH.3.7:**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**LAFS.6.RH.3.8:**

Distinguish among fact, opinion, and reasoned judgment in a text.

**LAFS.6.RH.3.9:**

Analyze the relationship between a primary and secondary source on the same topic.

**LAFS.6.RH.3.9:**

**Write arguments focused on discipline-specific content.**

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.6.WHST.1.1:**

**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

**LAFS.6.WHST.1.2:**

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LAFS.6.WHST.2.4:**

**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**LAFS.6.WHST.2.5:**

**With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

**LAFS.6.WHST.2.5:**
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Summarize numerical data sets in relation to their context, such as by:
- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

General Course Information and Notes

GENERAL NOTES
M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes), requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards - Students will:
1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:
- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas, and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
http://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
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<tbody>
<tr>
<td><strong>Course Number:</strong> 2103016</td>
</tr>
<tr>
<td><strong>Course Path:</strong> Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 6 to 8 Education Courses &gt; Subject: Social Studies &gt; SubSubject: Geography</td>
</tr>
<tr>
<td><strong>Abbreviated Title:</strong> M/J WORLD GEOG &amp; C/P</td>
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<tr>
<td><strong>Course Length:</strong> Year (Y)</td>
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## Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Geography (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
</tr>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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</table>

**Course Attributes:**
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.6.E.1.1</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.3</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
</tr>
<tr>
<td>SS.6.E.3.4</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.E.3.5</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<tr>
<td>SS.6.E.3.6</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.1</td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.1.2</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td>SS.6.G.1.3</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.4</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<tr>
<td>SS.6.G.1.5</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
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<tr>
<td>SS.6.G.2.1</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.2</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.3</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
<tr>
<td>SS.6.G.2.4</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
</tr>
<tr>
<td>SS.6.G.2.5</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<tr>
<td>SS.6.G.2.6</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<tr>
<td>SS.6.G.2.7</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
</tr>
<tr>
<td>SS.6.G.3.2</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
</tbody>
</table>
Use maps to trace significant migrations, and analyze their results.

**SS.6.G.4.2:**
**Clarifications:**
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**SS.6.G.4.3:**
**Clarifications:**
Identify the methods used to compensate for the scarcity of resources in the ancient world.

Identify methods used to compensate for the scarcity of resources in the ancient world.

**SS.6.G.5.1:**
**Clarifications:**
Examples are water in the Middle East, fertile soil, fuel.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**SS.6.G.5.2:**
**Clarifications:**
Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**SS.6.G.5.3:**
**Clarifications:**
Examples are artifacts, images, auditory sources, written sources.

Use timelines to identify chronological order of historical events.

**SS.6.W.1.1:**
**Clarifications:**
Interpret primary and secondary sources.

Describe the methods of historical inquiry and how history relates to the other social sciences.

**SS.6.W.1.3:**
**Clarifications:**
Examples are archaeology, geography, political science, economics.

Describe how history transmits culture and heritage and provides models of human character.

**SS.6.W.1.4:**
**Clarifications:**
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**
**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**MA.K12.MTR.2.1:**
**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**MA.K12.MTR.3.1:**
**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
MA.K12.MTR.4.1: Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.

Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1: Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications: Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Use appropriate voice and tone when speaking or writing.**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**General Course Information and Notes**

### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 445.07, Florida Statutes): requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml](http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml).

**Career and Education Planning Course Standards** - Students will:

1. Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2. Develop skills to locate, evaluate, and interpret career information.
3. Identify and demonstrate processes for making short and long term goals.
4. Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5. Understand the relationship between educational achievement and career choices/postsecondary options.
6. Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7. Develop a career and education plan that includes short and long term goals, high school program of study, and postsecondary/career goals.
8. Demonstrate knowledge of technology and its application in career fields/clusters.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/framework2010.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/framework2010.pdf)

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

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<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world.</td>
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<td>Clarifications: Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
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<td>SS.6.G.1.4:</td>
<td>Utilize tools geographers use to study the world.</td>
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<td>Clarifications: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
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<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<td>Clarifications: Examples are major rivers, seas, oceans.</td>
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<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
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<td>Clarifications: Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
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<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
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<td>Clarifications: Examples are city-states, provinces, kingdoms, empires.</td>
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<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
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<td>Clarifications: Examples are Tigris and Euphrates (Mesopotamia), Nile (Egypt), Indus and Ganges (Ancient India), and Huang He (Ancient China).</td>
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<td>SS.6.G.2.4:</td>
<td>Explain the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
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<td>Clarifications: Examples are Egypt, Rome, Greece, China, Kush.</td>
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<td>SS.6.G.2.5:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
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<td>Clarifications: Examples are China limits and Greece invites.</td>
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<td>SS.6.G.2.6:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<td>Clarifications: Examples are Phoenicia on Greece and Greece on Rome.</td>
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<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<td>SS.6.G.3.1:</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
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<td>Clarifications: Examples are terracing, seasonal crop rotations, resource development.</td>
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<td>SS.6.G.3.2:</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
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<td>Clarifications: Examples are desertification, deforestation, abuse of resources, erosion.</td>
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<td>SS.6.G.4.1:</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
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<td>SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.</td>
<td>Examples: prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td>
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<td>SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
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<td>SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
<td>Examples: water in the Middle East, fertile soil, fuel.</td>
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<td>SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</td>
<td>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</td>
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<td>SS.6.W.1.1: Use timelines to identify chronological order of historical events.</td>
<td>Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
</tr>
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<td>SS.6.W.1.3: Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
<td>Examples: artifacts, images, auditory sources, written sources.</td>
</tr>
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<td>SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
<td>Examples: archaeology, geography, political science, economics.</td>
</tr>
<tr>
<td>SS.6.W.1.6: Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
<td>Describe how history transmits culture and heritage and provides models of human character.</td>
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<td>SS.6.H.1.1: Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</td>
<td>Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</td>
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<td>Students will analyze how antisemitism led to and contributed to the Holocaust.</td>
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<td>Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</td>
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<td>MA.K12.MTR.1.1: Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td>Analyze the problem in a way that makes sense given the task.</td>
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<td>Ask questions that will help with solving the task.</td>
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<td>Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>Help and support each other when attempting a new method or approach.</td>
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<td>MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.</td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
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<td>Build understanding through modeling and using manipulatives.</td>
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<td>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td>Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>Express connections between concepts and representations.</td>
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<td>Choose a representation based on the given context or purpose.</td>
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<td>MA.K12.MTR.3.1: Complete tasks with mathematical fluency.</td>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
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<td>Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td>Complete tasks accurately and with confidence.</td>
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<td>Adapt procedures to apply them to a new context.</td>
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<td>Use feedback to improve efficiency when performing calculations.</td>
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<td>MA.K12.MTR.2.1: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
<td>Clarifications:</td>
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<tr>
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<td>Help students make connections between concepts and representations.</td>
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<td>Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td>Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<td>Show students that various representations can have different purposes and can be useful in different situations.</td>
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<td>MA.K12.MTR.3.1: Teachers who encourage students to complete tasks with mathematical fluency:</td>
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<td>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
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<td>Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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<td>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
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GENERAL INFORMATION

Course Number: 2103016
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: Geography
Abbreviated Title: M/J WORLD GEOG & C/P
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 2

Grade Level(s): 6,7,8

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Geography (Grades 6-12)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
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<td>SS.6.G.3.2</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
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<tr>
<td>SS.6.G.4.1</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
</tbody>
</table>
Use maps to trace significant migrations, and analyze their results.

**Clarifications:**
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

**SS.6.G.4.2:**

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**Clarifications:**
Examples are water in the Middle East, fertile soil, fuel.

**SS.6.G.4.3:**

Identify the methods used to compensate for the scarcity of resources in the ancient world.

**SS.6.G.5.1:**

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Clarifications:**
Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**SS.6.G.5.2:**


**SS.6.G.6.1:**

Compare maps of the world in ancient times with current political maps.

**SS.6.G.6.2:**

Identify the methods used to compensate for the scarcity of resources in the ancient world.

**SS.6.W.1.1:**

Use timelines to identify chronological order of historical events.

**Clarifications:**
Examples are archaeology, geography, political science, economics.

**SS.6.W.1.2:**

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**SS.6.W.1.3:**

Describe how history transmits culture and heritage and provides models of human character.

**SS.6.W.1.4:**

Describe the methods of historical inquiry and how history relates to the other social sciences.

**SS.6.W.1.5:**

Develop and present arguments and counterarguments about the significance of a chosen period or perspective.

**LAFS.6.SL.1.3:**

Identify aspects of a text that reveal an author's point of view or purpose, including visual, quantitative, or other information presented in a primary or secondary source.

**LAFS.6.SL.1.4:**

Locate, compare, and analyze multiple sources of information and data with attention to the methods of historical inquiry and the impacts of historical events on society.

**LAFS.6.G.5.3:**

Describe the methods of historical inquiry and how history relates to the other social sciences.

**SS.6.G.5.4:**

Use maps to trace significant migrations, and analyze their results.

**Clarifications:**
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

**SS.6.G.4.2:**
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

General Course Information and Notes

Investigate school and public health policies that influence health promotion and disease prevention.

Definitions.

Carefully formulated definitions.

Efficiently, express numerical answers with a degree of precision appropriate for the problem context.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Mathematically proficient students communicate for social and instructional purposes within the school setting.

Mathematically proficient students communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Mathematically proficient students are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Investigate school and public health policies that influence health promotion and disease prevention.

Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Digital Technologies - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

Communications Technologies
01.0 Demonstrate proficiency locating information on the Internet.
01.01 Identify and describe web terminology.
01.02 Define Universal Resource Locators (URLs) and associated protocols (e.g., http, ftp, telnet, mailto).
01.03 Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).
01.04 Adhere to cyberethics, copyright laws, and regulatory control.
01.05 Describe the human element of Internet security, specifically social engineering techniques for obtaining private or identification information.
01.06 Demonstrate proficiency using search engines, including Boolean search strategies.
01.07 Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).
01.08 Compare and contrast the roles of web servers and web browsers.
02.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.
02.01 Characterize effective writing styles and conventions for the web.
02.02 Use word processing software to create effective written content for the web.
02.03 Use graphics software to create message-driven graphical content for use on a webpage.
02.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs).
02.05 Create and edit images using image or graphic design software.
03.0 Perform e-mail activities.
03.01 Describe e-mail capabilities and functions.
03.02 Identify components of an e-mail message.
03.03 Identify the components of an e-mail address.
03.04 Attach a file to an e-mail message.
03.05 Forward an e-mail message to one or more addressees.
03.06 Use an address book.
03.07 Reply to an e-mail message.
03.08 Use the Internet to perform e-mail activities.
03.09 Identify the appropriate use of e-mail and demonstrate related e-mail etiquette.
04.0 Use Web 2.0 or Internet-based collaborative technology (e.g., Wikis, Wimba, Moodle, Facebook) to facilitate a web development project.
04.01 Create and use a wiki or similar collaborative environment for communicating and sharing among web development project team members.
04.02 Create and use a social media page (e.g., Facebook, Wimba, Moodle) to share and publish web components (e.g., content, images, graphics, videos) for gauging visitor reaction and obtaining feedback.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Providing students with support to answer with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support,
students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=439. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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**GENERAL INFORMATION**

**Course Number:** 2103017

**Course Path:** Grades PreK to 12 Education

**Grade Group:** Grades 6 to 8 Education

**Subject:** Social Studies

**SubSubject:** Geography

**Abbreviated Title:** M/J WORLDGEO & DIGTECH

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

Grade Level(s): 6, 7, 8

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**Educator Certifications**

- Geography (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<tr>
<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>SS.6.E.4.2:</td>
<td>Describe the role of natural resources in the development of early civilizations.</td>
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<tr>
<td>SS.6.E.4.4:</td>
<td>Explain how economic factors contributed to the rise of early civilizations.</td>
</tr>
<tr>
<td>SS.6.E.4.5:</td>
<td>Explain how political factors contributed to the rise of early civilizations.</td>
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<td>SS.6.E.4.6:</td>
<td>Explain how social factors contributed to the rise of early civilizations.</td>
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<td>SS.6.E.4.8:</td>
<td>Explain how environmental factors contributed to the rise of early civilizations.</td>
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<td>SS.6.E.4.9:</td>
<td>Explain how external factors contributed to the rise of early civilizations.</td>
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</table>

| Clarifications: | Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.                                                                |

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<tr>
<td>SS.6.G.1.3:</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td>SS.6.G.1.4:</td>
<td>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
</tr>
<tr>
<td>SS.6.G.1.5:</td>
<td>Examples are Google Earth, ArcGIS, QGIS, and other geographic information systems.</td>
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<td>SS.6.G.1.6:</td>
<td>Examples are major rivers, seas, oceans.</td>
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<td>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
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<tr>
<td>SS.6.G.2.1:</td>
<td>Examples are Egypt, Rome, Greece, China, Kush.</td>
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<td>SS.6.G.2.2:</td>
<td>Examples are city-states, provinces, kingdoms, empires.</td>
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<td>SS.6.G.2.3:</td>
<td>Examples are Ganges and Indus [Ancient India], Nile [Egypt], Tigris and Euphrates [Mesopotamia], Huang He [Ancient China].</td>
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<td>Examples are Egypt, Rome, Greece, China, Kush.</td>
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<td>Examples are China limits and Greece invites.</td>
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<td>SS.6.G.2.6:</td>
<td>Examples are Phoenicia on Greece and Greece on Rome.</td>
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<td>SS.6.G.2.7:</td>
<td>Analyze the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<td>Examples are terracing, seasonal crop rotations, resource development.</td>
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| SS.6.G.4.2: | Clarifications:
| | Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe. |

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

| SS.6.G.4.3: | Clarifications:
| | Identify the methods used to compensate for the scarcity of resources in the ancient world. |

Identify the methods used to compensate for the scarcity of resources in the ancient world.

| SS.6.G.5.1: | Clarifications:
| | Examples are water in the Middle East, fertile soil, fuel. |

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

| SS.6.G.5.2: | Clarifications:
| | Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. |

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

| SS.6.G.5.3: | Clarifications:
| | Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia. |


| SS.6.G.6.1: | Clarifications:
| | Describe the methods of historical inquiry and how history relates to the other social sciences. |

Use timelines to identify chronological order of historical events.

| SS.6.W.1.1: | Clarifications:
| | Interpret primary and secondary sources. |

Describe how history transmits culture and heritage and provides models of human character.

| SS.6.W.1.3: | Clarifications:
| | Examples are artifacts, images, auditory sources, written sources. |

Teachers who encourage students to participate actively in effortful learning both individually and with others:

| MA.K12.MTR.1.1: | Clarifications:
| | Help and support each other when attempting a new method or approach. |

Mathematicians who participate in effortful learning both individually and with others:

| MA.K12.MTR.1.1: | Clarifications:
| | Analyze the problem in a way that makes sense given the task. |

Develop understanding by representing problems in multiple ways.

| MA.K12.MTR.2.1: | Clarifications:
| | Choose a representation based on the given context or purpose. |

Mathematicians who demonstrate understanding by representing problems in multiple ways:

| MA.K12.MTR.2.1: | Clarifications:
| | Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. |

Complete tasks with mathematical fluency.

| MA.K12.MTR.3.1: | Clarifications:
| | Use feedback to improve efficiency when performing calculations. |

Mathematicians who complete tasks with mathematical fluency:

| MA.K12.MTR.3.1: | Clarifications:
| | Adapt procedures to apply them to a new context. |

Communicate mathematical ideas, vocabulary and methods effectively.

| | Analyze the mathematical thinking of others. |

Provide multiple opportunities for students to practice efficient and generalizable methods.

| | Engage in discussions that reflect on the mathematical thinking of self and others. |

Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

| | Compare the efficiency of a method to those expressed by others. |
### MA.K12.MTR.4.1: Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

In grades kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Use the accepted rules governing a specific format to create quality work.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use appropriate voice and tone when speaking or writing.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Investigate school and public health policies that influence health promotion and disease prevention.

Digital Technologies - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of Section 1003.4203 (3), Florida Statutes:

Communications Technologies
01.0 Demonstrate proficiency locating information on the Internet.
01.01 Identify and describe web terminology.
01.02 Define Universal Resource Locators (URLs) and associated protocols (e.g., http, ftp, telnet, mailto).
01.03 Compare and contrast the types of Internet domains (e.g., com, org, edu, gov, net, mil).
01.04 Adhere to cyberethics, copyright laws, and regulatory control.
01.05 Describe the human element of Internet security, specifically social engineering techniques for obtaining private or identification information.
01.06 Demonstrate proficiency using search engines, including Boolean search strategies.
01.07 Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).
01.08 Compare and contrast the roles of web servers and web browsers.
02.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.
02.01 Characterize effective writing styles and conventions for the web.
02.02 Use word processing software to create effective written content for the web.
02.03 Use graphics software to create message-driven graphical content for use on a webpage.
02.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs).
02.05 Create and edit images using image or graphic design software.
03.0 Perform e-mail activities.
03.01 Describe e-mail capabilities and functions.
03.02 Identify components of an e-mail message.
03.03 Identify the components of an e-mail address.
03.04 Attach a file to an e-mail message.
03.05 Forward an e-mail message to one or more addressees.
03.06 Use an address book.
03.07 Reply to an e-mail message.
03.08 Use the Internet to perform e-mail activities.
03.09 Identify the appropriate use of e-mail and demonstrate related e-mail etiquette.
04.0 Use Web 2.0 or Internet-based collaborative technology (e.g., Wikis, Wimba, Moodle, Facebook) to facilitate a web development project.
04.01 Create and use a wiki or similar collaborative environment for communicating and sharing among web development project team members.

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Create and use a social media page (e.g., Facebook, Wimba, Moodle) to share and publish web components (e.g., content, images, graphics, videos) for gauging visitor reaction and obtaining feedback.

Special Notes:

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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**GENERAL INFORMATION**

**Course Number:** 2103017
**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Geography
**Abbreviated Title:** M/J WORLDGEO & DIGTECH
**Course Length:** Year (Y)
**Course Attributes:**
- Class Size Core Required
- Course Level: 2

**Course Status:** State Board Approved
**Grade Level(s):** 6, 7, 8

**Educator Certifications**

<table>
<thead>
<tr>
<th>Geography (Grades 6-12)</th>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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## Course Standards

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<th>Name</th>
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<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.2:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.1.3:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.1.4:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.1.5:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>SS.6.E.1.6:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<td>SS.6.E.1.7:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world. <strong>Clarifications:</strong> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
</tr>
<tr>
<td>SS.6.G.1.4:</td>
<td>Utilize tools geographers use to study the world. <strong>Clarifications:</strong> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
</tr>
<tr>
<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <strong>Clarifications:</strong> Examples are major rivers, seas, oceans.</td>
</tr>
<tr>
<td>SS.6.G.1.7:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <strong>Clarifications:</strong> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.1:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.2:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <strong>Clarifications:</strong> Examples are city-states, provinces, kingdoms, empires.</td>
</tr>
<tr>
<td>SS.6.G.2.3:</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations. <strong>Clarifications:</strong> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</td>
</tr>
<tr>
<td>SS.6.G.2.4:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <strong>Clarifications:</strong> Examples are Egypt, Rome, Greece, China, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.5:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <strong>Clarifications:</strong> Examples are China limits and Greece invites.</td>
</tr>
<tr>
<td>SS.6.G.2.6:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <strong>Clarifications:</strong> Examples are Phoenicia on Greece and Greece on Rome.</td>
</tr>
<tr>
<td>SS.6.G.2.7:</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1:</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <strong>Clarifications:</strong> Examples are terracing, seasonal crop rotations, resource development.</td>
</tr>
<tr>
<td>SS.6.G.3.2:</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems. <strong>Clarifications:</strong> Examples are desertification, deforestation, abuse of resources, erosion.</td>
</tr>
<tr>
<td>SS.6.G.4.1:</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
</tbody>
</table>
Use maps to trace significant migrations, and analyze their results.

**Clarifications:**
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Identify the methods used to compensate for the scarcity of resources in the ancient world.

**Clarifications:**
Examples are water in the Middle East, fertile soil, fuel.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Clarifications:**
Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.


**Clarifications:**
Describe how history transmits culture and heritage and provides models of human character.

Interpret primary and secondary sources.

**Clarifications:**
Examples are artifacts, images, auditory sources, written sources.

Describe the methods of historical inquiry and how history relates to the other social sciences.

**Clarifications:**
Examples are archaeology, geography, political science, economics.

Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clariﬁcations:
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clariﬁcations:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clariﬁcations:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efﬁciency.

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
### General Course Information and Notes

#### GENERAL NOTES

**M/J World Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

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<td>03.0</td>
<td>Perform e-mail activities.</td>
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<td>Describe e-mail capabilities and functions.</td>
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<td>03.02</td>
<td>Identify components of an e-mail message.</td>
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<td>Identify the components of an e-mail address.</td>
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<td>03.04</td>
<td>Attach a file to an e-mail message.</td>
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<td>03.05</td>
<td>Forward an e-mail message to one or more addressees.</td>
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General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL NOTES

In addition to the requirements set forth by the International Baccalaureate Organization, students enrolled in this course will also complete course requirements for Career and Education Planning.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

Career and Education Planning Course Standards - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1.0 Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2.0 Making close reading and rereading of texts central to lessons.
3.0 Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4.0 Requiring students to support answers with evidence from the text.
5.0 Providing extensive text-based research and writing opportunities (claims and evidence).

GENERAL INFORMATION

Course Number: 2103018

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Geography
Abbreviated Title: M/J IB MYP WRLDGEOP
Course Length: Year (Y)
Course Attributes:
- International Baccalaureate (IB)
## Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
<th>Grade Level(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (Grades 5-9)</td>
<td>6,7,8</td>
</tr>
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<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| SS.68.HE.1.1: | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
- Students will analyze how antisemitism led to and contributed to the Holocaust.  
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |

### General Course Information and Notes

**VERSION DESCRIPTION**

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

**GENERAL NOTES**

In addition to the requirements set forth by the International Baccalaureate Organization, students enrolled in this course will also complete course requirements for Career and Education Planning.

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

**Career and Education Planning Course Standards** - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

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1.0 Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

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## GENERAL INFORMATION

**Course Number:** 2103018

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: Geography

**Abbreviated Title:** M/J IB MYP WRLDGEOP

**Course Length:** Year (Y)

**Course Attributes:**
- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

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<tr>
<td>SS.6.E.1.1:</td>
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<td>SS.6.G.4.3:</td>
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<td>SS.6.G.4.5:</td>
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<tr>
<td>SS.6.G.4.6:</td>
</tr>
</tbody>
</table>
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Identify the methods used to compensate for the scarcity of resources in the ancient world.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.


Compare maps of the world in ancient times with current political maps.

Interpret primary and secondary sources.

Examples are artifacts, images, auditory sources, written sources.

Describe the methods of historical inquiry and how history relates to the other social sciences.

Examples are archaeology, geography, political science, economics.

Describe how history transmits culture and heritage and provides models of human character.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

English language learners communicate information, ideas and concepts for social and instructional purposes within the school setting.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Standard Relation to Course: Supporting

Summarize numerical data sets in relation to their context, such as by:

a. Reporting the number of observations.

b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can be made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might help, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Investigate school and public health policies that influence health promotion and disease prevention.

Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

General Course Information and Notes

GENERAL NOTES

M/J World Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary
content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

**GENERAL INFORMATION**

**Course Number:** 2103020

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: Geography >

**Abbreviated Title:** M/J WORLD GEOG ADV

**Course Length:** Year (Y)

**Course Attributes:**
- Honors
- Class Size Core Required

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

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<tr>
<td>SS.6.E.1.1</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.3</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
</tr>
<tr>
<td>SS.6.E.3.4</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.3</td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.1.4</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td>SS.6.G.1.5</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.6</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td>SS.6.G.1.7</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>SS.6.G.1.8</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.1</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.2</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
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<tr>
<td>SS.6.G.2.3</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
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<tr>
<td>SS.6.G.2.4</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
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<tr>
<td>SS.6.G.2.5</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<tr>
<td>SS.6.G.2.6</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
</tr>
<tr>
<td>SS.6.G.3.2</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
<tr>
<td>SS.6.G.4.1</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
</tr>
<tr>
<td>SS.6.G.4.2</td>
<td>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td>
</tr>
<tr>
<td>SS.6.G.4.3:</td>
<td>Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</td>
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<tr>
<td>SS.6.G.5.1:</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
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<td>SS.6.G.5.2:</td>
<td>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</td>
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<td>SS.6.G.5.3:</td>
<td>Use geographic terms and tools to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</td>
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<td>Compare maps of the world in ancient times with current political maps.</td>
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<td>Use timelines to identify chronological order of historical events.</td>
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<td>SS.6.W.1.4:</td>
<td>Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
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<tr>
<td>SS.6.W.1.6:</td>
<td>Describe how history transmits culture and heritage and provides models of human character.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
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<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Demonstrate understanding by representing problems in multiple ways.
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
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GENERAL INFORMATION

Course Number: 2103020

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Geography

Abbreviated Title: M/J WORLD GEOG ADV
Course Length: Year (Y)

Course Attributes:
- Honors
- Class Size Core Required

Course Level: 3

Course Status: State Board Approved

Grade Level(s): 6, 7, 8

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### Course Standards

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<tr>
<th>Name</th>
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<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
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<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>SS.6.E.3.3:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<td>SS.6.E.3.5:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>SS.6.E.4.1:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<td>SS.6.E.4.2:</td>
<td>Identify natural wonders of the ancient world.</td>
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<td>SS.6.E.4.3:</td>
<td>Utilize tools geographers use to study the world.</td>
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<td>SS.6.E.4.4:</td>
<td>Clarifications: Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
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<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<td>SS.6.G.1.2:</td>
<td>Clarifications: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
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<td>SS.6.G.1.3:</td>
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<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>SS.6.G.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<td>SS.6.G.1.7:</td>
<td>Clarifications: Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
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<td>SS.6.G.2.1:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
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<td>SS.6.G.2.2:</td>
<td>Clarifications: Examples are city-states, provinces, kingdoms, empires.</td>
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<td>SS.6.G.2.3:</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
</tr>
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<td>SS.6.G.2.4:</td>
<td>Clarifications: Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</td>
</tr>
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<td>SS.6.G.2.5:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
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<td>SS.6.G.2.6:</td>
<td>Clarifications: Examples are city-states, provinces, kingdoms, empires.</td>
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<td>SS.6.G.2.7:</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<td>SS.6.G.2.8:</td>
<td>Clarifications: Examples are Egypt, Rome, Greece, China, Kush.</td>
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<td>SS.6.G.3.1:</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
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<tr>
<td>SS.6.G.3.2:</td>
<td>Clarifications: Examples are terracing, seasonal crop rotations, resource development.</td>
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<td>SS.6.G.3.3:</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
</tr>
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<td>SS.6.G.3.4:</td>
<td>Clarifications: Examples are desertification, deforestation, abuse of resources, erosion.</td>
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<td>SS.6.G.3.5:</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
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<td>SS.6.G.3.6:</td>
<td>Clarifications: Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td>
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### SS.6.G.4.3:
Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

#### Clarifications:
- Identify the methods used to compensate for the scarcity of resources in the ancient world.

### SS.6.G.5.1:
Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

#### Clarifications:
- Examples are water in the Middle East, fertile soil, fuel.

### SS.6.G.5.2:
Use geographic terms and tools to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

#### Clarifications:
- Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

### SS.6.G.5.3:

### SS.6.G.5.4:
Compare maps of the world in ancient times with current political maps.

### SS.6.W.1.1:
Use timelines to identify chronological order of historical events.

#### Clarifications:
- Examples are artifacts, images, auditory sources, written sources.

### SS.6.W.1.2:
Describe the methods of historical inquiry and how history relates to the other social sciences.

#### Clarifications:
- Examples are archaeology, geography, political science, economics.

### SS.6.W.1.3:
Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

### SS.6.W.1.4:
Identify the methods used to compensate for the scarcity of resources in the ancient world.

#### Clarifications:
- Examples are water in the Middle East, fertile soil, fuel.

### SS.6.W.1.5:
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Use feedback to improve efficiency when performing calculations.
- Adapt procedures to apply them to a new context.
- Complete tasks accurately and with confidence.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Select efficient and appropriate methods for solving problems within the given context.
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.
- Engage in discussions that reflect on the mathematical thinking of self and others.

### MA.K12.MTR.1.1:
Teachers who encourage students to complete tasks with mathematical fluency:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.2.1:
Mathematicians who complete tasks with mathematical fluency:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.4.1: Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.
English language learners communicate for social and instructional purposes within the school setting. English language learners communicate information, ideas and concepts.

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SS.1:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SI.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.6.C.2.4:**
Investigate school and public health policies that influence health promotion and disease prevention.

**Clarifications:**
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

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</table>
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givers, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givers, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**General Course Information and Notes**

**GENERAL NOTES**

**M/J Geography** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about historical physical and human patterns in the regions of Asia, Oceania, and Africa. Content should include, but not be limited to the understanding of the impact of historical, cultural, and ethnic perspectives, societal roles and customs, law and politics, religion, and physical geography on the development of these regions. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**

This course is one of the courses of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030) and M/J Florida: Challenges and Choices (2103050) complete the sequence.

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/gframework2010.pdf)

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile located at the top of this page. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard
should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

**Course Number:** 2103030

**Course Path:**
- Grades PreK to 12 Education
- Courses
- Grade Group: Grades 6 to 8 Education
- Subject: Social Studies
- SubSubject: Geography

**Abbreviated Title:** M/J GEOG: AS, OC, AF

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required
- **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 5-9)
- Geography (Grades 6-12)
- Social Science (Grades 6-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)
## Course Standards

<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
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<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
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<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
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<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>SS.6.E.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<td>SS.6.E.1.3:</td>
<td>Identify natural wonders of the ancient world. <strong>Clarifications:</strong> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
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<td>SS.6.E.1.4:</td>
<td>Utilize tools geographers use to study the world. <strong>Clarifications:</strong> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
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<td>SS.6.E.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>SS.6.E.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <strong>Clarifications:</strong> Examples are major rivers, seas, oceans.</td>
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<td>SS.6.E.1.7:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <strong>Clarifications:</strong> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
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<td>SS.6.E.1.8:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <strong>Clarifications:</strong> Examples are city-states, provinces, kingdoms, empires.</td>
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<td>SS.6.E.1.9:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. <strong>Clarifications:</strong> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</td>
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<td>SS.6.E.1.10:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. <strong>Clarifications:</strong> Examples are Egypt, Rome, Greece, China, Kush.</td>
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<td>SS.6.E.1.11:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <strong>Clarifications:</strong> Examples are China limits and Greece invites.</td>
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<td>SS.6.E.1.12:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <strong>Clarifications:</strong> Examples are Phoenicia on Greece and Greece on Rome.</td>
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<td>SS.6.E.1.13:</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world. <strong>Clarifications:</strong> Examples are terracing, seasonal crop rotations, resource development.</td>
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<td>SS.6.E.1.14:</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. <strong>Clarifications:</strong> Examples are desertification, deforestation, abuse of resources, erosion.</td>
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<td>SS.6.E.1.15:</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems. <strong>Clarifications:</strong> Examples are how family and ethnic relationships influenced ancient cultures.</td>
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| SS.6.E.1.16: | Use maps to trace significant migrations, and analyze their results. **Clarifications:**
| SS.6.G.4.3: | Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world. |
| SS.6.G.4.4: **Clarifications:** | Examples are Buddhism, Christianity, Judaism. |
| SS.6.G.5.1: **Clarifications:** | Examples are water in the Middle East, fertile soil, fuel. |
| SS.6.G.5.2: | Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages. |
| SS.6.G.5.3: **Clarifications:** | Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia. |
| SS.6.G.6.2: | Compare maps of the world in ancient times with current political maps. |
| SS.6.W.1.1: | Use timelines to identify chronological order of historical events. |
| SS.6.W.1.3: **Clarifications:** | Examples are artifacts, images, auditory sources, written sources. |
| SS.6.W.1.4: **Clarifications:** | Examples are archaeology, geography, political science, economics. |
| SS.6.W.1.5: | Describe the roles of historians and recognize varying historical interpretations (historiography). |
| SS.6.W.1.6: | Describe how history transmits culture and heritage and provides models of human character. |
| SS.6.W.2.1: | Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities. |
| SS.6.W.2.2: | Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization. |
| SS.6.W.2.3: **Clarifications:** | Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes. |
| SS.6.W.2.4: **Clarifications:** | Examples are Nile, Tigris-Euphrates, Indus, Huang He. |
| SS.6.W.3.1: | Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet). |
| SS.6.W.3.1B: | Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia. |
| SS.6.W.4.1: | Discuss the significance of Aryan and other tribal migrations on Indian civilization. |
| SS.6.W.4.2: **Clarifications:** | Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha. |
| SS.6.W.4.3: | Recognize the political and cultural achievements of the Mauryan and Gupta empires. |
| SS.6.W.4.4: **Clarifications:** | Examples are The Four Noble Truths, Three Qualities, Eightfold Path. |
| SS.6.W.4.11: | Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan. |
| MA.K12.MTR.1.1: **Clarifications:** | Teachers who encourage students to participate actively in effortful learning both individually and with others: |
| | • Cultivate a community of growth mindset learners. |
| | • Foster perseverance in students by choosing tasks that are challenging. |
| | • Develop students’ ability to analyze and problem solve. |
| | • Recognize students’ effort when solving challenging problems. |
| MA.K12.MTR.2.1: **Clarifications:** | Mathematicians who demonstrate understanding by representing problems in multiple ways: |
| | • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. |
**MA.K12.MTR.2.1:**
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
MA.K12.MTR.7.1:

- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:
- • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- • Challenge students to question the accuracy of their models and methods.
- • Support students as they validate conclusions by comparing them to the given situation.
- • Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proﬁciently.

Clariﬁcations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clariﬁcations:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.

ELA.K12.EE.4.1:

Use the accepted rules governing a speciﬁc format to create quality work.

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SL.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.6.C.2.4:

Clariﬁcations:
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

GENERAL COURSE INFORMATION AND NOTES

GENERAL NOTES

M/J Geography - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about historical physical and human patterns in the regions of Asia, Oceania, and Africa. Content should include, but not be limited to the understanding of the impact of historical cultural and ethnic perspectives, societal roles and customs, law and politics, religion, and physical geography on the development of these regions. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

Special Notes:
This course is one of the courses of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030) and M/J Florida: Challenges and Choices (2103050) complete the sequence.

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

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1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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4. Requiring students to support answers with evidence from the text.
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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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### GENERAL INFORMATION

**Course Number:** 2103030

**Course Path:**
- Grades PreK to 12 Education
- Courses
- Grade Group: Grades 6 to 8 Education
- Subject: Social Studies
- SubSubject: Geography

**Abbreviated Title:** M/J GEOG: AS, OC, AF

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<td>Geography (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through classes, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<tr>
<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.1.4:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.5:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td>SS.6.G.1.6:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>SS.6.G.1.7:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.1:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.2:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
<tr>
<td>SS.6.G.2.3:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
</tr>
<tr>
<td>SS.6.G.2.4:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
</tr>
<tr>
<td>SS.6.G.2.5:</td>
<td>Examine choropleth or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.2.6:</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1:</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
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<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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**Clarifications:**
- SS.6.G.1.3: Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.
- SS.6.G.1.5: Utilize tools geographers use to study the world.
- SS.6.G.1.6: Examples are major rivers, seas, oceans.
- SS.6.G.1.7: Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.
- SS.6.G.2.1: Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].
- SS.6.G.2.2: Examples are city-states, provinces, kingdoms, empires.
- SS.6.G.2.3: Examples are Phoenicia on Greece and Greece on Rome.
- SS.6.G.2.4: Examples are Egypt, Rome, Greece, China, Kush.
Use maps to trace significant migrations, and analyze their results.

**SS.6.G.4.2:**
- **Clarifications:** Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**SS.6.G.4.3:**
- **Clarifications:** Examples are water in the Middle East, fertile soil, fuel.

Map and analyze the impact of the spread of various belief systems in the ancient world.

**SS.6.G.4.4:**
- **Clarifications:** Examples are Buddhism, Christianity, Judaism.

Identify the methods used to compensate for the scarcity of resources in the ancient world.

**SS.6.G.5.1:**
- **Clarifications:** Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**SS.6.G.5.2:**
- **Clarifications:** Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**SS.6.G.5.3:**
- **Clarifications:** Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.


**SS.6.G.6.1:**
- **Clarifications:** Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Compare maps of the world in ancient times with current political maps.

**SS.6.G.6.2:**
- **Clarifications:** Examples are Nile, Tigris-Euphrates, Indus, Huang He.

Use timelines to identify chronological order of historical events.

**SS.6.W.1.1:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Interpret primary and secondary sources.

**SS.6.W.1.3:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Describe the methods of historical inquiry and how history relates to the other social sciences.

**SS.6.W.1.4:**
- **Clarifications:** Examples are artifacts, images, auditory sources, written sources.

Describe the roles of historians and recognize varying historical interpretations (historiography).

**SS.6.W.1.5:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Describe how history transmits culture and heritage and provides models of human character.

**SS.6.W.1.6:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

**SS.6.W.2.1:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

**SS.6.W.2.2:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Identify the characteristics of civilization.

**SS.6.W.2.3:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Compare the economic, political, social, and religious institutions of ancient river civilizations.

**SS.6.W.2.4:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

**SS.6.W.3.1:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

**SS.6.W.3.1.B:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Discuss the significance of Aryan and other tribal migrations on Indian civilization.

**SS.6.W.3.2:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

**SS.6.W.4.2:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Recognize the political and cultural achievements of the Mauryan and Gupta empires.

**SS.6.W.4.3:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

**SS.6.W.4.4:**
- **Clarifications:** Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

**SS.6.W.4.10:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

**SS.6.W.4.11:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

**SS.6.W.4.12:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

**SS.68.HE.1.1:**
- **Clarifications:** Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.

**MA.K12.MTR.1.1:**
• Foster perseverance in students by choosing tasks that are challenging.
• Develop students' ability to analyze and problem solve.
• Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
• Build understanding through modeling and using manipulatives.
• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
• Progress from modeling problems with objects and drawings to using algorithms and equations.
• Express connections between concepts and representations.
• Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
• Help students make connections between concepts and representations.
• Provide opportunities for students to use manipulatives when investigating concepts.
• Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
• Select efficient and appropriate methods for solving problems within the given context.
• Maintain flexibility and accuracy while performing procedures and mental calculations.
• Complete tasks accurately and with confidence.
• Adapt procedures to apply them to a new context.
• Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
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Cite evidence to explain and justify reasoning.

Clarifications:
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ELD.K12.ELL.SS.1:

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HE.6.C.2.4:

Investigate school and public health policies that influence health promotion and disease prevention.

Clarifications:
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

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**GENERAL INFORMATION**

**Course Number:** 2103030

**Course Path:** Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 6 to 8 Education

Courses > Subject: Social Studies > SubSubject: Geography

**Abbreviated Title:** M/J GEOG: AS, OC, AF

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

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**Educator Certifications**

<p>| Middle Grades Integrated Curriculum (Middle Grades 5-9) |
| History (Grades 6-12) |
| Social Science (Grades 5-9) |
| Geography (Grades 6-12) |
| Social Science (Grades 6-12) |
| Elementary Education (Grades K-6) |
| Elementary Education (Elementary Grades 1-6) |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
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<tbody>
<tr>
<td>SS.6.C.1.1</td>
<td>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</td>
<td>Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.</td>
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<tr>
<td>SS.6.C.1.2</td>
<td>Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</td>
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<tr>
<td>SS.6.C.2.1</td>
<td>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</td>
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<td>SS.6.E.1.1</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
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<td>SS.6.E.1.3</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
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<td>SS.6.E.2.1</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
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<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<td>SS.6.E.3.4</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>SS.6.G.1.1</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<td>SS.6.G.1.2</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<td>SS.6.G.1.3</td>
<td>Identify natural wonders of the ancient world.</td>
<td>Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
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<td>SS.6.G.1.4</td>
<td>Utilize tools geographers use to study the world.</td>
<td>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
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<tr>
<td>SS.6.G.1.5</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<tr>
<td>SS.6.G.1.6</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
<td>Examples are major rivers, seas, oceans.</td>
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<td>SS.6.G.2.1</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
<td>Examples are city-states, provinces, kingdoms, empires.</td>
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<td>SS.6.G.2.2</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
<td>Examples are China limits and Greece invites.</td>
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<td>SS.6.G.2.5</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
<td>Examples are Phoenicia on Greece and Greece on Rome.</td>
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<td>SS.6.G.3.2</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
<td>Examples are desertification, deforestation, abuse of resources, erosion.</td>
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<td>SS.6.G.4.1</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
<td>Examples are water in the Middle East, fertile soil, fuel.</td>
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<td>SS.6.G.4.2</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
<td>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td>
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<td>SS.6.G.4.3</td>
<td>Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</td>
<td>Examples are in Africa and Asia.</td>
</tr>
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<td>SS.6.G.5.1</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
<td>Examples are water in the Middle East, fertile soil, fuel.</td>
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<td>SS.6.G.6.1</td>
<td>Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.</td>
<td>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
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SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

SS.6.W.1.3: Clarifications:
Examples are artifacts, images, auditory sources, written sources.

SS.6.W.1.4: Clarifications:
Examples are archaeology, geography, political science, economics.

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

LAFS.6.G.1.2: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.G.1.1: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.G.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.G.1.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.G.1.5: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.6.G.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.6.G.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.6.G.1.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.6.G.1.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.6.G.1.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.6.G.1.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.6.G.1.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.G.1.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.6.L.1.1: Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.6.L.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures, experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6.L.2.1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6.L.2.2: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.6.L.2.3: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.6.L.2.4: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.6.L.2.5: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.6.L.2.6: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.6.L.2.7: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.6.WHST.4.10: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Standard Relation to Course: Supporting

LAFS.6.SP.2.4: Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

LAFS.6.SP.2.5: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.RH.1.2: Clarifications:
Examples are archaeology, geography, political science, economics.

LAFS.6.RH.2.4: Identify keys steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.6.RH.2.5: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.6.RH.2.6: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.6.RH.3.7: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.6.RH.3.8: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.6.RH.3.9: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.RH.3.10: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.6.SL.1.1: Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.6.SL.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures, experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6.SL.2.1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6.SL.2.2: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.6.SL.2.3: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.6.SL.2.4: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.6.SL.2.5: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.6.SL.2.6: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.6.SL.2.7: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
English language learners communicate for social and instructional purposes within the school setting. English language learners communicate information, ideas, and concepts using mathematical tables, charts, and graphs. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

<table>
<thead>
<tr>
<th>Standard Relation to Course: Supporting</th>
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<tbody>
<tr>
<td><strong>MAFS.K12.MP.1.1:</strong> Make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</td>
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<td><strong>MAFS.K12.MP.3.1:</strong> Construct viable arguments and critique the reasoning of others.</td>
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<td>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</td>
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<tr>
<td><strong>MAFS.K12.MP.5.1:</strong> Use appropriate tools strategically.</td>
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<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
</tr>
<tr>
<td><strong>MAFS.K12.MP.6.1:</strong> Attend to precision.</td>
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<td>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
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<td><strong>ELD.K12.ELL.SS.1:</strong> English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
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<td><strong>ELD.K12.ELL.SS.1:</strong> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
<tr>
<td><strong>HE.6.C.2.4:</strong> Investigate school and public health policies that influence health promotion and disease prevention.</td>
</tr>
</tbody>
</table>

**Clarifications:** Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

**General Course Information and Notes**

**GENERAL NOTES**

The social studies curriculum for this course consists of the following content area strands: World History, Geography, Economics, Civics and Government. The primary content for this course pertains to the concepts and methodologies used in the social studies disciplines, and their applications in contemporary and historical contexts. Content should include, but not be limited to, the basic concepts and methodology of the social studies disciplines, interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment, development of reasoning and information-processing skills, applications of the social studies to contemporary issues and concerns, applications of the social studies to the study of Florida. Students will be exposed to the multiple disciplines of social studies including history, geography, political science, economics, sociology, psychology, and anthropology. Students will study methods of historical inquiry and primary and secondary historical documents.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

**Course Number:** 2104000

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies

**Abbreviated Title:** M/J SS

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Social Science (Grades 6-12)
### Course Standards

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| SS.6.C.1.1: | **Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.**  
**Clarifications:** Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law. |
| SS.6.C.1.2: | **Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).** |
| SS.6.C.2.1: | **Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.** |
| SS.6.E.1.1: | **Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.** |
| SS.6.E.1.3: | **Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).** |
| SS.6.E.2.1: | **Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.** |
| SS.6.E.3.1: | **Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.** |
| SS.6.E.3.2: | **Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.** |
| SS.6.E.3.3: | **Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.** |
| SS.6.E.3.4: | **Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.** |
| SS.6.G.1.1: | **Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.** |
| SS.6.G.1.2: | **Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.** |
| SS.6.G.1.3: | **Identify natural wonders of the ancient world.**  
**Clarifications:** Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.  
**Utilize tools geographers use to study the world.**  
**Clarifications:** Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.  
**Use a scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.**  
**Clarifications:** Examples are major rivers, seas, oceans.  
**Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.**  
**Clarifications:** Examples are city-states, provinces, kingdoms, empires.  
**Interpret how geographic boundaries invite or limit interaction with other regions and cultures.**  
**Examples are China limits and Greece invites.**  
**Distinguish between cultural diffusion on a large scale and cultural diffusion among various regions.**  
**Clarifications:** Examples are Polynesia on China and China on Greece.  
**Analyze the impact of human populations on the ancient world's ecosystems.**  
**Clarifications:** Examples are desertification, deforestation, abuse of resources, erosion.  
**Distinguish between cultural diffusion on a large scale and cultural diffusion among various regions.**  
**Clarifications:** Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.  
**Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.** |
| SS.6.G.5.1: | **Identify the methods used to compensate for the scarcity of resources in the ancient world.**  
**Clarifications:** Examples are water in the Middle East, fertile soil, fuel.  
**Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.** |
<table>
<thead>
<tr>
<th>Standard Code</th>
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<tbody>
<tr>
<td>SS.6.G.6.2</td>
<td>Compare maps of the world in ancient times with current political maps.</td>
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<td>SS.6.W.1.1</td>
<td>Use timelines to identify chronological order of historical events.</td>
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<td>SS.6.W.1.3</td>
<td>Interpret primary and secondary sources.</td>
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<td>SS.6.W.1.4</td>
<td>Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
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<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td>- Analyze the problem in a way that makes sense given the task.</td>
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<td>- Ask questions that will help with solving the task.</td>
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<td></td>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>- Help and support each other when attempting a new method or approach.</td>
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<td>MA.K12.MTR.2.1</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td>- Build understanding through modeling and using manipulatives.</td>
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<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>- Express connections between concepts and representations.</td>
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<td>- Choose a representation based on the given context or purpose.</td>
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<td>MA.K12.MTR.3.1</td>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
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<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td>- Complete tasks accurately and with confidence.</td>
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<td>- Adapt procedures to apply them to a new context.</td>
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<td>- Use feedback to improve efficiency when performing calculations.</td>
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<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<td>- Analyze the mathematical thinking of others.</td>
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<td>- Compare the efficiency of a method to those expressed by others.</td>
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<td>- Recognize errors and suggest how to correctly solve the task.</td>
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<td>- Justify results by explaining methods and processes.</td>
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<td>- Construct possible arguments based on evidence.</td>
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<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
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<td>- Create opportunities for students to discuss their thinking with peers.</td>
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<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
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<td>- Develop students’ ability to justify methods and compare their responses to the responses of their peers.</td>
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### MA.K12.MTR.5.1:
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

#### Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

#### Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

#### Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

#### Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

#### Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
Make inferences to support comprehension.

#### Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

#### Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because ______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

#### Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information.
General Course Information and Notes

**GENERAL NOTES**

The social studies curriculum for this course consists of the following content area strands: World History, Geography, Economics, Civics and Government. The primary content for this course pertains to the concepts and methodologies used in the social studies disciplines, and their applications in contemporary and historical contexts. Content should include, but not be limited to, the basic concepts and methodology of the social studies disciplines, interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment, development of reasoning and information-processing skills, applications of the social studies to contemporary issues and concerns, applications of the social studies to the study of Florida. Students will be exposed to the multiple disciplines of social studies including history, geography, political science, economics, sociology, psychology, and anthropology. Students will study methods of historical inquiry and primary and secondary historical documents.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

**GENERAL INFORMATION**

**Course Number:** 2104000

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies

**Abbreviated Title:** M/J SS

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8
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## Course Standards

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<td>SS.6.CG.1.1:</td>
<td>Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.</td>
</tr>
<tr>
<td>SS.6.CG.1.2:</td>
<td>Analyze the influence of ancient Rome on the United States' constitutional republic.</td>
</tr>
<tr>
<td>SS.6.CG.1.3:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.CG.1.4:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
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<tr>
<td>SS.6.CG.1.5:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
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<td>SS.6.CG.1.6:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<td>SS.6.CG.1.7:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>SS.6.CG.1.8:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<tr>
<td>SS.6.CG.1.9:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>SS.6.CG.1.10:</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
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<td>SS.6.CG.1.11:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<td>SS.6.CG.1.12:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<td>SS.6.CG.1.13:</td>
<td>Identify natural wonders of the ancient world.</td>
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<td>SS.6.CG.1.14:</td>
<td>Utilize tools geographers use to study the world.</td>
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<td>SS.6.CG.1.15:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>SS.6.CG.1.16:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
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<td>SS.6.CG.1.18:</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
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<td>SS.6.CG.1.19:</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
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- Relate previously learned concepts to new concepts.  
- Look for similarities among problems.  
- Connect solutions of problems to more complicated large-scale situations.  

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.  
- Support students to develop generalizations based on the similarities found among problems.  
- Provide opportunities for students to create plans and procedures to solve problems.  
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:  
- Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  
- Check calculations when solving problems.  
- Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context.  

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, “Does this solution make sense? How do you know?”  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.  

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.  

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |
| ELA.K12.EE.2.1: | Read and comprehend grade-level complex texts proficiently.  

**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.  

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |
| ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**

**Clarifications:**
Use appropriate voice and tone when speaking or writing.

**E LD.K12.ELL.SI.1:**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**E LD.K12.ELL.SS.1:**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.6.C.2.4:**

**Clarifications:**
Investigate school and public health policies that influence health promotion and disease prevention.

**GENERAL COURSE INFORMATION AND NOTES**

**GENERAL NOTES**

The social studies curriculum for this course consists of the following content area strands: World History, Geography, Economics, Civics and Government. The primary content for this course pertains to the concepts and methodologies used in the social studies disciplines, and their applications in contemporary and historical contexts. Content should include, but not be limited to, the basic concepts and methodology of the social studies disciplines, interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment, development of reasoning and information-processing skills, applications of the social studies to contemporary issues and concerns, applications of the social studies to the study of Florida. Students will be exposed to the multiple disciplines of social studies including history, geography, political science, economics, sociology, psychology, and anthropology. Students will study methods of historical inquiry and primary and secondary historical documents.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2104000

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject:
Interdisciplinary and Applied Social Studies >
**Abbreviated Title:** M/J SS
**Course Length:** Year (Y)
**Course Attributes:**
- Class Size Core Required
**Course Level:** 2
Educator Certifications

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
<td>6,7,8</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
<td></td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Name</td>
<td>Description</td>
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<tr>
<td><strong>LAFS.6.SL.1.2:</strong></td>
<td>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
</tr>
<tr>
<td><strong>LAFS.6.SL.1.3:</strong></td>
<td>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
</tr>
<tr>
<td><strong>LAFS.6.SL.2.4:</strong></td>
<td>Present claims and findings; sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.1.1:</strong></td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources.</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.1.2:</strong></td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.1.3:</strong></td>
<td>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.2.4:</strong></td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.2.5:</strong></td>
<td>Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.2.6:</strong></td>
<td>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.3.7:</strong></td>
<td>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.3.8:</strong></td>
<td>Distinguish among fact, opinion, and reasoned judgment in a text.</td>
</tr>
<tr>
<td><strong>LAFS.6.RH.3.9:</strong></td>
<td>Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
</tbody>
</table>
| **LAFS.6.WHST.1.1:** | Write arguments focused on discipline-specific content.  
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  
   d. Establish and maintain a formal style.  
   e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **LAFS.6.WHST.1.2:** | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
   e. Establish and maintain a formal style and objective tone.  
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **LAFS.6.WHST.2.4:** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **LAFS.6.WHST.2.5:** | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **LAFS.6.WHST.2.6:** | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| **LAFS.6.WHST.3.7:** | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| **LAFS.6.WHST.3.8:** | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **LAFS.6.WHST.3.9:** | Draw evidence from informational texts to support analysis reflection, and research. |
| **LAFS.6.WHST.4.10:** | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **MAFS.6.SP.2.4:** | Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  
   **Standard Relation to Course: Supporting**  
   a. Reporting the number of observations. |
MAFS.6.SP.2.5:

**b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.**

c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

**Standard Relation to Course: Supporting**

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the context of the problem. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**SS.7.C.2.3:**

Experience the responsibilities of citizens at the local, state, or federal levels.

**Clarifications:**

- Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

**SS.7.C.2.13:**

Examine multiple perspectives on public and current issues.

**Clarifications:**

- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.14:**

Conduct a service project to further the public good.

**Clarifications:**

- The project can be at the school, community, state, national, or international level.

**SS.7.C.3.14:**

Differentiate between local, state, and federal governments' obligations and services.

**Clarifications:**

- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.2:**

Recognize government and citizen participation in international organizations.

**Clarifications:**


- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course Assessment Test Item Specifications pages 48-49.
<table>
<thead>
<tr>
<th>HE.6.B.4.3:</th>
<th>Demonstrate effective conflict-management and/or resolution strategies.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Talk to an adult, anger management, and conflict mediation.</td>
</tr>
<tr>
<td>HE.6.B.5.4:</td>
<td>Distinguish between the need for individual or collaborative decision-making.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</td>
</tr>
<tr>
<td>HE.6.C.1.8:</td>
<td>Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.</td>
</tr>
<tr>
<td>PE.6.R.5.1:</td>
<td>List ways that peer pressure can be positive and negative.</td>
</tr>
<tr>
<td>PE.6.R.5.2:</td>
<td>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSA (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 20-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/Family/learnserve.asp.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support,
students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

**Course Number:** 2104010

- **Course Path:** Grades PreK to 12 Education
- **Grade Group:** Grades 6 to 8 Education
- **Subject:** Social Studies
- **SubSubject:** Interdisciplinary and Applied Social Studies
- **Abbreviated Title:** M/J ENG CIT SERVRN1
- **Course Length:** Semester (S)
- **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. |
| | Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem. |
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clariﬁcations:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clariﬁcations:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.**

**Read and comprehend grade-level complex texts proficiently.**

**Clariﬁcations:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**

**Clariﬁcations:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**Clariﬁcations:**

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**

**Clariﬁcations:**

Students should name the text when they refer to it. In
| **ELA.K12.EE.5.1:** | Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| **ELA.K12.EE.6.1:** | Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |
| **SS.7.C.2.3:** | Experience the responsibilities of citizens at the local, state, or federal levels. **Clarifications:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mocks election. |
| **SS.7.C.2.13:** | Examine multiple perspectives on public and current issues. **Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated, view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.2.5:** | Conduct a service project to further the public good. **Clarifications:** The project can be at the school, community, state, national, or international level. |
| **SS.7.C.2.14:** | Differentiate between local, state, and federal governments’ obligations and services. **Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated, view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.2.15:** | Recognize government and citizen participation in international organizations. **Clarifications:** Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated, view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **HE.6.B.4.3:** | Demonstrate effective conflict-management and/or resolution strategies. **Clarifications:** Talk to an adult, anger management, and conflict mediation. |
| **HE.6.B.5.4:** | Distinguish between the need for individual or collaborative decision-making. **Clarifications:** Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others. |
| **HE.6.C.1.8:** | Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. **Clarifications:** Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity. |
| **PE.6.M.1.12:** | Use proper safety practices. **Clarifications:** Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics. |
| **PE.6.R.5.1:** | List ways that peer pressure can be positive and negative. |
| **PE.6.R.5.2:** | Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. |
| **ELD.K12.ELL.SS.1:** | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. **Clarifications:** English language learners communicate for social and instructional purposes within the school setting. |

**General Course Information and Notes**

**GENERAL NOTES**

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others.
about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service. All of the above activities may be counted toward the service-learning 20-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/Family/learnserve.asp.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students’ interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students’ knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

QUALIFICATIONS
As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2104010
Course Path: Section: Grades PreK to 12 Education
Courses: Grade Group: Grades 6 to 8 Education
Courses: Subject: Social Studies
SubSubject: Interdisciplinary and Applied Social Studies
Abbreviated Title: M/J ENG CIT SERVLRN1
Course Length: Semester (S)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 6,7,8
# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
  - Analyze the problem in a way that makes sense given the task.  
  - Ask questions that will help with solving the task.  
  - Build perseverance by modifying methods as needed while solving a challenging task.  
  - Stay engaged and maintain a positive mindset when working to solve tasks.  
  - Help and support each other when attempting a new method or approach.  
  **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
  - Cultivate a community of growth mindset learners.  
  - Foster perseverance in students by choosing tasks that are challenging.  
  - Develop students' ability to analyze and problem solve.  
  - Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
  - Build understanding through modeling and using manipulatives.  
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
  - Progress from modeling problems with objects and drawings to using algorithms and equations.  
  - Express connections between concepts and representations.  
  - Choose a representation based on the given context or purpose.  
  **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
  - Help students make connections between concepts and representations.  
  - Provide opportunities for students to use manipulatives when investigating concepts.  
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.  
  - Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Mathematicians who complete tasks with mathematical fluency:  
  - Select efficient and appropriate methods for solving problems within the given context.  
  - Maintain flexibility and accuracy while performing procedures and mental calculations.  
  - Complete tasks accurately and with confidence.  
  - Adapt procedures to apply them to a new context.  
  - Use feedback to improve efficiency when performing calculations.  
  **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
  - Offer multiple opportunities for students to practice efficient and generalizable methods.  
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1: | Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
  - Communicate mathematical ideas, vocabulary and methods effectively.  
  - Analyze the mathematical thinking of others.  
  - Compare the efficiency of a method to those expressed by others.  
  - Recognize errors and suggest how to correctly solve the task.  
  - Justify results by explaining methods and processes.  
  - Construct possible arguments based on evidence.  
  **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
  - Create opportunities for students to discuss their thinking with peers.  
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
  - Develop students' ability to justify methods and compare their responses to the responses of their peers. |
| MA.K12.MTR.5.1: | Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
  - Focus on relevant details within a problem.  
  **Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
  - Use patterns and structure to help understand and connect mathematical concepts.  
  - Identify and use patterns and structure to make sense of mathematical problems.  
  - Use patterns and structure to extend thinking and enhance understanding.  
  - Recognize and describe patterns and structures in mathematical problems.  
  - Use patterns and structure to make generalizations and predictions.  
  - Use patterns and structure to explain and justify mathematical thinking.  
  - Use patterns and structure to solve mathematical problems. |
| MA.K12.MTR.6.1: | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
  - Build understanding through modeling and using manipulatives.  
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
  - Progress from modeling problems with objects and drawings to using algorithms and equations.  
  - Express connections between concepts and representations.  
  - Choose a representation based on the given context or purpose.  
  **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
  - Help students make connections between concepts and representations.  
  - Provide opportunities for students to use manipulatives when investigating concepts.  
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.  
  - Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.7.1: | Complete tasks with mathematical fluency:  
  - Select efficient and appropriate methods for solving problems within the given context.  
  - Maintain flexibility and accuracy while performing procedures and mental calculations.  
  - Complete tasks accurately and with confidence.  
  - Adapt procedures to apply them to a new context.  
  - Use feedback to improve efficiency when performing calculations.  
  **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
  - Offer multiple opportunities for students to practice efficient and generalizable methods.  
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

## Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
| MA.K12.MTR.5.1: | Create plans and procedures to logically order events, steps or ideas to solve problems.  
|               | Decompose a complex problem into manageable parts.  
|               | Relate previously learned concepts to new concepts.  
|               | Look for similarities among problems.  
|               | Connect solutions of problems to more complicated large-scale situations.  
| **Clarifications:** | Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
|               | Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.  
|               | Support students to develop generalizations based on the similarities found among problems.  
|               | Provide opportunities for students to create plans and procedures to solve problems.  
|               | Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.  
|               | Mathematicians who assess the reasonableness of solutions:  
|               | Estimate to discover possible solutions.  
|               | Use benchmark quantities to determine if a solution makes sense.  
|               | Check calculations when solving problems.  
|               | Verify possible solutions by explaining the methods used.  
|               | Evaluate results based on the given context.  
| **Clarifications:** | Teachers who encourage students to assess the reasonableness of solutions:  
|               | Have students estimate or predict solutions prior to solving.  
|               | Prompt students to continually ask, "Does this solution make sense? How do you know?"  
|               | Reinforce that students check their work as they progress within and after a task.  
|               | Strengthen students' ability to verify solutions through justifications.  
| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts.  
|               | Mathematicians who apply mathematics to real-world contexts:  
|               | Connect mathematical concepts to everyday experiences.  
|               | Use models and methods to understand, represent and solve problems.  
|               | Perform investigations to gather data or determine if a method is appropriate.  
|               | Redesign models and methods to improve accuracy or efficiency.  
| **Clarifications:** | Teachers who encourage students to apply mathematics to real-world contexts:  
|               | Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
|               | Challenge students to question the accuracy of their models and methods.  
|               | Support students as they validate conclusions by comparing them to the given situation.  
|               | Indicate how various concepts can be applied to other disciplines.  
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.  
| **Clarifications:** | K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
|               | 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
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|               | 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  
| ELA.K12.EE.2.1: | Read and comprehend grade-level complex texts proficiently.  
| **Clarifications:** | See Text Complexity for grade-level complexity bands and a text complexity rubric.  
| ELA.K12.EE.3.1: | Make inferences to support comprehension.  
| **Clarifications:** | Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  
| ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
| **Clarifications:** | In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________". The collaborative conversations are becoming academic conversations.  
|               | In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  
|               | Use the accepted rules governing a specific format to create quality work.  
| **Clarifications:** |
### General Course Information and Notes

**GENERAL NOTES**

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

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4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
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QUALIFICATIONS
As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2104010
Course Path: Section: Grades PreK to 12 Education Courses -> Grade Group: Grades 6 to 8 Education Courses -> Subject: Social Studies -> SubSubject: Interdisciplinary and Applied Social Studies
Abbreviated Title: M/J ENG CIT SERVLRN1
Course Length: Semester (S)
Course Level: 2
Grade Level(s): 6, 7, 8
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.68.RH.1.1:</td>
<td>Cite specific textual evidence to support analysis of primary and secondary</td>
</tr>
<tr>
<td>LAFS.68.RH.1.2:</td>
<td>Determine the central ideas or information of a primary or secondary source;</td>
</tr>
<tr>
<td>LAFS.68.RH.1.3:</td>
<td>Identify key steps in a text's description of a process related to history/society.</td>
</tr>
<tr>
<td>LAFS.68.RH.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
</tr>
<tr>
<td>LAFS.68.RH.2.5:</td>
<td>Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
</tr>
<tr>
<td>LAFS.68.RH.2.6:</td>
<td>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
</tr>
<tr>
<td>LAFS.68.RH.3.7:</td>
<td>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
</tr>
<tr>
<td>LAFS.68.RH.3.8:</td>
<td>Distinguish among fact, opinion, and reasoned judgment in a text.</td>
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<tr>
<td>LAFS.68.RH.3.9:</td>
<td>Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
<tr>
<td>LAFS.68.WHST.1.1:</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>LAFS.68.WHST.1.2:</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>LAFS.68.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LAFS.68.WHST.2.5:</td>
<td>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
</tr>
<tr>
<td>LAFS.68.WHST.2.6:</td>
<td>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</td>
</tr>
<tr>
<td>LAFS.68.WHST.3.7:</td>
<td>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
</tr>
<tr>
<td>LAFS.68.WHST.3.8:</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>LAFS.68.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>LAFS.68.WHST.4.10:</td>
<td>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>LAFS.7.SL.1.1:</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>LAFS.7.SL.1.2:</td>
<td>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</td>
</tr>
<tr>
<td>LAFS.7.SL.1.3:</td>
<td>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
</tr>
<tr>
<td>LAFS.7.SL.2.4:</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>MAFS.6.SP.2.4:</td>
<td>Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</td>
</tr>
</tbody>
</table>

**Standard Relation to Course: Supporting**

Summarize numerical data sets in relation to their context, such as by:

a. Reporting the number of observations.
MAFS.6.SP.2.5:

b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can present correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Experience the responsibilities of citizens at the local, state, or federal levels.

Examine multiple perspectives on public and current issues.

Conduct a service project to further the public good.

Differentiate between local, state, and federal governments’ obligations and services.

Recognize government and citizen participation in international organizations.

**Clarifications:**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course Assessments webpage and the FLDOE Social Studies webpage.
HE.7.B.4.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

**Clarifications:**
- Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.

HE.7.B.4.3: Articulate the possible causes of conflict among youth in schools and communities.

**Clarifications:**
- Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.

HE.7.B.5.4: Determine when individual or collaborative decision-making is appropriate.

**Clarifications:**
- Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?

HE.7.C.1.8: Explain the likelihood of injury or illness if engaging in unhealthy/risks behaviors.

**Clarifications:**
- Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

General Course Information and Notes

**GENERAL NOTES**

This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours’ duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 25-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/Family/learnserve.asp.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students’ interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students’ knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.

For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

QUALIFICATIONS
As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:
Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2104020
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies >
Abbreviated Title: M/J ENG CIT SERVLRN2
Course Length: Semester (S)
Course Level: 2
Grade Level(s): 6,7,8
### MA.K12.MTR.1.1
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
MA.K12.MTR.5.1:
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.3.1:**
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.4.1:**
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Experience the responsibilities of citizens at the local, state, or federal levels.

Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed. Projects will involve meaningful partnerships.

Elab. K12. EE. 5.1: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Elab. K12. EE. 6.1: Use appropriate voice and tone when speaking or writing.

Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Experience the responsibilities of citizens at the local, state, or federal levels.

Clarifications: Use appropriate voice and tone when speaking or writing.

General Course Information and Notes

This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.

Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 25-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/Family/learnserve.asp.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students’ interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students’ knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.

For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas, and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

*Any field when certification reflects a bachelor or higher degree.*

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**GENERAL INFORMATION**

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<th>Course Number</th>
<th>2104020</th>
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<td>Abbreviated Title</td>
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<tr>
<td>Course Path: Section</td>
<td>Grades PreK to 12 Education</td>
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<td>Courses &gt; Grade Group:</td>
<td>Grades 6 to 8 Education</td>
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<td>Courses &gt; Subject:</td>
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<td>Course Status:</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| MA.K12.MTR.1.1     | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| MA.K12.MTR.2.1     | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1     | Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1     | Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students’ ability to justify methods and compare their responses to the responses of their peers. |
| Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem. |
### MA.K12.MTR.5.1:
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.
**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.
**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
Make inferences to support comprehension.
** Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
**Clarifications:**
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because ________". The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.
**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.

Articulate the possible causes of conflict among youth in schools and communities.

Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.

Determine when individual or collaborative decision-making is appropriate.

Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?

Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.

Identify situations in which peer pressure could negatively impact one's own behavior choices.

Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

Explain government obligations to its citizens and the services provided at the local, state and national levels.

- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

Explain the United States' and citizen participation in international organizations.

- Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).
- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

Describe the United States' and its role in international organizations.

- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

English language learners communicate information, ideas and concepts.

English language learners communicate for social and instructional purposes within the school setting.

ELA.K12.EE.5.1: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

HE.7.B.4.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.

HE.7.B.4.3: Articulate the possible causes of conflict among youth in schools and communities.

Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.

HE.7.B.5.4: Determine when individual or collaborative decision-making is appropriate.

Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?

HE.7.C.1.8: Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

PE.7.M.1.7: Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.

PE.7.R.5.1: Identify situations in which peer pressure could negatively impact one's own behavior choices.

PE.7.R.5.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

SS.68.HE.1.1: Explain the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

SS.7.CG.3.13: Explain government obligations to its citizens and the services provided at the local, state and national levels.

- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.4.2: Describe the United States' and its role in international organizations.

- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELD.K12.ELL.SI.1: English language learners communicate information, ideas and concepts.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students’ knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.

For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

QUALIFICATIONS
As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:
Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2104020
Course Path: Section: Grades PreK to 12 Education
Courses -> Grade Group: Grades 6 to 8 Education
Courses -> Subject: Social Studies -> SubSubject:
Interdisciplinary and Applied Social Studies
Abbreviated Title: M/J ENGLISH CIT SERVICE
Course Length: Semester (S)
Course Level: 2
Grade Level(s): 6, 7, 8
Course Status: Draft - Course Pending Approval
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/gamelection.</td>
</tr>
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<td>SS.7.C.2.12:</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.2.14:</td>
<td>Conduct a service project to further the public good.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>The project can be at the school, community, state, national, or international level.</td>
</tr>
<tr>
<td>SS.7.C.3.14:</td>
<td>Differentiate between local, state, and federal governments' obligations and services.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.4.2:</td>
<td>Recognize government and citizen participation in international organizations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</td>
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<tr>
<td>SS.7.E.2.4:</td>
<td>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</td>
</tr>
<tr>
<td>LAFS.68.RH.2.5:</td>
<td>Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
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<tr>
<td>LAFS.68.RH.3.8:</td>
<td>Distinguish among fact, opinion, and reasoned judgment in a text.</td>
</tr>
<tr>
<td>LAFS.68.WHST.3.8:</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
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<td>HE.7.B.5.2:</td>
<td>Select healthy alternatives over unhealthy alternatives when making a decision.</td>
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<td><strong>Clarifications:</strong></td>
<td>Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</td>
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<td>HE.7.B.5.4:</td>
<td>Determine when individual or collaborative decision-making is appropriate.</td>
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<td><strong>Clarifications:</strong></td>
<td>Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</td>
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<td>MAFS.7.SP.1.1:</td>
<td>Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Make sense of problems and persevere in solving them.</td>
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</table>
| MAFS.K12.MP.1.1: | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships; graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving...
complex problems and identify correspondences between different approaches.

PE.7.R.5.1: Identify situations in which peer pressure could negatively impact one's own behavior choices.

General Course Information and Notes

VERSION DESCRIPTION

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours in duration.

GENERAL NOTES

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

Course Number: 2104040
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies
Abbreviated Title: M/J EMERGING LEADERS
Course Length: Semester (S)
Course Status: Course Approved

Educator Certifications

Social Science (Grades 5-9)
Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| **MA.K12.MTR.1.1:** | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
| **Clarifications:** | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. |
| **Clarifications:** | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| **MA.K12.MTR.3.1:** | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations. |
| **Clarifications:** | Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| **MA.K12.MTR.4.1:** | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence. |
| **Clarifications:** | Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. |
| **Use patterns and structure to help understand and connect mathematical concepts.** | Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts. |
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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**Assess the reasonableness of solutions.**
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

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**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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<td><em>- Indicate how various concepts can be applied to other disciplines.</em></td>
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</tbody>
</table>

**Experience the responsibilities of citizens at the local, state, or federal levels.**
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

**Clarifications:**
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

<table>
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<tr>
<th>SS.7.C.2.3:</th>
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<td><em>Clarifications:</em> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.*</td>
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**Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

<table>
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<th>SS.7.C.2.12:</th>
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<td><em>Clarifications:</em> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.*</td>
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</table>

**Examine multiple perspectives on public and current issues.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

<table>
<thead>
<tr>
<th>SS.7.C.2.13:</th>
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<tbody>
<tr>
<td><em>Clarifications:</em> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.*</td>
</tr>
</tbody>
</table>

**Conduct a service project to further the public good.**

**Clarifications:**
The project can be at the school, community, state, national, or international level.

<table>
<thead>
<tr>
<th>SS.7.C.2.14:</th>
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<tbody>
<tr>
<td><em>Clarifications:</em> The project can be at the school, community, state, national, or international level.*</td>
</tr>
</tbody>
</table>

**Differentiate between local, state, and federal governments' obligations and services.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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<th>SS.7.C.3.14:</th>
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</table>

**Recognize government and citizen participation in international organizations.**

**Clarifications:**

<table>
<thead>
<tr>
<th>SS.7.C.4.2:</th>
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</thead>
<tbody>
<tr>
<td><em>Clarifications:</em> Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.*</td>
</tr>
</tbody>
</table>

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.3.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 1-2, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.4.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.5.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELA.K12.EE.6.1:**
Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

**ELD.K12.ELL.SS.1:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SI.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.7.B.5.2:**
Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.

**HE.7.B.5.4:**
Determine when individual or collaborative decision-making is appropriate.

**Clarifications:**
Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?

**PE.7.R.5.1:**
Identify situations in which peer pressure could negatively impact one’s own behavior choices.

### General Course Information and Notes

**VERSION DESCRIPTION**

This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours in duration.

### GENERAL NOTES

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit...
English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

Course Number: 2104040
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies
Abbreviated Title: M/J EMERGING LEADERS
Course Length: Semester (S)
Course Status: State Board Approved

Educator Certifications

Social Science (Grades 5-9)
Social Science (Grades 6-12)
# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1 | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  
**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1 | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  
**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. |
| | Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts. |
MA.K12.MTR.5.1:
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**
- Assess the reasonableness of solutions.
  - Mathematics who assess the reasonableness of solutions:
    - Estimate to discover possible solutions.
    - Use benchmark quantities to determine if a solution makes sense.
    - Check calculations when solving problems.
    - Verify possible solutions by explaining the methods used.
    - Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
- Apply mathematics to real-world contexts.
  - Mathematics who apply mathematics to real-world contexts:
    - Connect mathematical concepts to everyday experiences.
    - Use models and methods to understand, represent and solve problems.
    - Perform investigations to gather data or determine if a method is appropriate.
    - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**
- Cite evidence to explain and justify reasoning.
  - K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
  - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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  - 6-8 Students continue with previous skills and use a style guide to create a proper citation.
  - 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
- Read and comprehend grade-level complex texts proficiently.
  - See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
- Make inferences to support comprehension.
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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**ELA.K12.EE.4.1:**
- Use appropriate collaboration techniques and active listening skills when engaging in discussions in a variety of situations.
  - In kindergarten, students learn to listen to one another respectfully.
  - In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
  - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
  - Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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**Clarifications:**
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General Course Information and Notes

VERSION DESCRIPTION

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Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

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<th>Educator Certifications</th>
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<tbody>
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<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</table>
**Course Standards**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| SS.7.C.1.4: | Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.6: | Interpret the intentions of the Preamble of the Constitution.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.7: | Describe how the Constitution limits the powers of government through separation of powers and checks and balances.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.2.2: | Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.2.3: | Experience the responsibilities of citizens at the local, state, or federal levels.  
**Clarifications:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| SS.7.C.2.4: | Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.3.8: | Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.4.3: | Describe examples of how the United States has dealt with international conflicts.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

**Additional Resources:** Additional resources may be found on the FLDOE Social Studies webpage for these standards. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
LAFS.7.SL.1.1:  
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions and function of the Junior Reserve Officer Training Corps (JROTC) as well as to stimulate an enthusiasm for scholarship as a foundation for higher citizenship and leadership goals. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students also develop knowledge of self-control, citizenship, wellness and fitness. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens and the federal justice system is also provided.

Special Notes:

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education:

(Principles of Public Service)

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward these goals.
04.08 Conduct technical research to gather information necessary for decision-making.

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.
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<td><strong>Course Path:</strong> Section: Grades PreK to 12 Education</td>
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<tr>
<td>Courses &gt; Grade Group: Grades 6 to 8 Education</td>
</tr>
<tr>
<td>Courses &gt; Subject: Social Studies &gt; SubSubject: Interdisciplinary and Applied Social Studies</td>
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<tr>
<td>Abbreviated Title: M/J INTRO TO JROTC</td>
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<tr>
<td>Course Length: Semester (S)</td>
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<tr>
<td>Course Level: 2</td>
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<tr>
<td>Course Status: Course Approved</td>
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<td>Grade Level(s): 6,7,8</td>
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**Educator Certifications**

<table>
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<tbody>
<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (Career &amp; Technical)</td>
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<td>Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)</td>
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| SS.7.C.1.4: | **Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.**  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.6: | **Interpret the intentions of the Preamble of the Constitution.**  
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| SS.7.C.1.7: | **Describe how the Constitution limits the powers of government through separation of powers and checks and balances.**  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.2.2: | **Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.**  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.2.3: | **Experience the responsibilities of citizens at the local, state, or federal levels.**  
**Clarifications:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| SS.7.C.2.4: | **Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.**  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.3.8: | **Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.**  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.4.3: | **Describe examples of how the United States has dealt with international conflicts.**  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| MA.K12.MTR.1.1: | **Mathematicians who participate in effortful learning both individually and with others:**  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging. |
Develop students’ ability to analyze and problem solve.
Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
<th>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.K12.EE.1.1:</td>
<td>Cite evidence to explain and justify reasoning. <strong>Clarifications:</strong> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
<tr>
<td>ELA.K12.EE.2.1:</td>
<td>Read and comprehend grade-level complex texts proficiently. <strong>Clarifications:</strong> See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1:</td>
<td>Make inferences to support comprehension. <strong>Clarifications:</strong> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
<tr>
<td>ELA.K12.EE.4.1:</td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <strong>Clarifications:</strong> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: &quot;I think _______ because _______.&quot; The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
<tr>
<td>ELA.K12.EE.5.1:</td>
<td>Use the accepted rules governing a specific format to create quality work. <strong>Clarifications:</strong> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
<tr>
<td>ELA.K12.EE.6.1:</td>
<td>Use appropriate voice and tone when speaking or writing. <strong>Clarifications:</strong> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
<tr>
<td>PE.6.C.2.4:</td>
<td>Describe the long-term benefits of regular physical activity. <strong>Clarifications:</strong> Some examples of types of long-term benefits are physical, cognitive and emotional.</td>
</tr>
<tr>
<td>PE.6.M.1.1:</td>
<td>Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.</td>
</tr>
<tr>
<td>PE.6.M.1.12:</td>
<td>Use proper safety practices. <strong>Clarifications:</strong> Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.</td>
</tr>
<tr>
<td>PE.6.R.3.2:</td>
<td>Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. <strong>Clarifications:</strong> English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**
The purpose of this course is to enable students to develop knowledge of the history, customs, traditions and function of the Junior Reserve Officer Training Corps (JROTC) as well as to stimulate an enthusiasm for scholarship as a foundation for higher citizenship and leadership goals. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students also develop knowledge of self-control, citizenship, wellness and fitness. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens and the federal justice system is also provided.

**Special Notes:**

Instructional Practices: Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Additional Benchmarks Related to Career and Technical Education:**

(Principles of Public Service)

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward these goals.
04.08 Conduct technical research to gather information necessary for decision-making.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf).

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**GENERAL INFORMATION**

**Course Number:** 2104050  
**Course Path:** Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 6 to 8 Education  
Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies  
**Abbreviated Title:** M/J INTRO TO JROTC  
**Course Length:** Semester (S)  
**Course Level:** 2  
**Course Status:** State Board Approved  
**Grade Level(s):** 6,7,8

**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)  
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS.68.HE.1.1:</strong></td>
<td>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</td>
</tr>
<tr>
<td></td>
<td>- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</td>
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<tr>
<td></td>
<td>- Students will analyze how antisemitism led to and contributed to the Holocaust.</td>
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<tr>
<td></td>
<td>- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</td>
</tr>
<tr>
<td><strong>SS.7.CG.1.6:</strong></td>
<td>Analyze the ideas and grievances set forth in the Declaration of Independence.</td>
</tr>
<tr>
<td></td>
<td>- Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).</td>
</tr>
<tr>
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<td>- Students will explain the concept of natural rights as expressed in the Declaration of Independence.</td>
</tr>
<tr>
<td></td>
<td>- Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.</td>
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<tr>
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<td>- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.</td>
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<tr>
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<td>- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.</td>
</tr>
<tr>
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<td>- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).</td>
</tr>
<tr>
<td><strong>SS.7.CG.1.8:</strong></td>
<td>Explain the purpose of the Preamble to the U.S. Constitution.</td>
</tr>
<tr>
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<td>- Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).</td>
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<td>- Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).</td>
</tr>
<tr>
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<td>- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them.</td>
</tr>
<tr>
<td><strong>SS.7.CG.1.9:</strong></td>
<td>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.</td>
</tr>
<tr>
<td></td>
<td>- Students will explain the concept of limited government in the U.S. Constitution.</td>
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<tr>
<td></td>
<td>- Students will describe and distinguish between separation of powers and checks and balances.</td>
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<tr>
<td></td>
<td>- Students will analyze how government power is limited by separation of powers and/or checks and balances.</td>
</tr>
<tr>
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<td>- Students will recognize examples of separation of powers and checks and balances.</td>
</tr>
<tr>
<td></td>
<td>- Students will recognize the influence of the U.S. Constitution on the development of other governments.</td>
</tr>
<tr>
<td><strong>SS.7.CG.2.2:</strong></td>
<td>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.</td>
</tr>
<tr>
<td></td>
<td>- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.</td>
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<tr>
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<td>- Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.</td>
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<td>- Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.</td>
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<tr>
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<td>- Students will use scenarios to assess specific obligations of citizens.</td>
</tr>
<tr>
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<td>- Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</td>
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<tr>
<td><strong>SS.7.CG.2.3:</strong></td>
<td>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.</td>
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<tr>
<td></td>
<td>- Students will recognize the five freedoms protected by the First Amendment.</td>
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<tr>
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<td>- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.</td>
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<tr>
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<td>- Students will use scenarios to identify rights protected by the Bill of Rights.</td>
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<td>- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</td>
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<tr>
<td><strong>SS.7.CG.3.7:</strong></td>
<td>Explain the structure, functions and processes of the legislative branch of government.</td>
</tr>
<tr>
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<td>- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).</td>
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<td>- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).</td>
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<td>- Students will compare and contrast the lawmaking process at the local, state and national levels.</td>
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<td><strong>SS.7.CG.4.3:</strong></td>
<td>Describe examples of the United States’ actions and reactions in international conflicts.</td>
</tr>
<tr>
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<td>- Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.</td>
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<tr>
<td></td>
<td>- Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.</td>
</tr>
<tr>
<td></td>
<td>- Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian...).</td>
</tr>
</tbody>
</table>
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

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<th>MA.K12.MTR.1.1:</th>
<th>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</th>
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<td>- Cultivate a community of growth mindset learners.</td>
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<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
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Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Use patterns and structure to help understand and connect mathematical concepts.
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Complete tasks with mathematical fluency.
- Demonstrate understanding by representing problems in multiple ways:
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

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<th>MA.K12.MTR.2.1:</th>
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<td>- Help students make connections between concepts and representations.</td>
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<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
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Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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<th>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</th>
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<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
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<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

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<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
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<td>- Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
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Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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<th>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</th>
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<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
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<td>- Support students to develop generalizations based on the similarities found among problems.</td>
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### MA.K12.MTR.6.1: Assess the reasonableness of solutions

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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<th>Teachers who encourage students to assess the reasonableness of solutions:</th>
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<td>• Have students estimate or predict solutions prior to solving.</td>
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<tr>
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<td>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
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<td></td>
<td>• Reinforce that students check their work as they progress within and after a task.</td>
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<tr>
<td></td>
<td>• Strengthen students’ ability to verify solutions through justifications.</td>
</tr>
</tbody>
</table>

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

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<th>Teachers who encourage students to apply mathematics to real-world contexts:</th>
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<td>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
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<tr>
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<td>• Challenge students to question the accuracy of their models and methods.</td>
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<td>• Support students as they validate conclusions by comparing them to the given situation.</td>
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<td>• Indicate how various concepts can be applied to other disciplines.</td>
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</table>

### ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1: Make inferences to support comprehension.

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### PE.6.C.2.4: Describe the long-term benefits of regular physical activity.

Some examples of types of long-term benefits are physical, cognitive and emotional.
Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.

Use proper safety practices.

Clarifications:
Some examples of safety practices are the use of sunscreen, hydration, selection of clothing and correct biomechanics.

Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions and function of the Junior Reserve Officer Training Corps (JROTC) as well as to stimulate an enthusiasm for scholarship as a foundation for higher citizenship and leadership goals. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students also develop knowledge of self-control, citizenship, wellness and fitness. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens and the federal justice system is also provided.

Special Notes:
Instructional Practices: Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education:

(Principles of Public Service)

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward these goals.
04.08 Conduct technical research to gather information necessary for decision-making.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

GENERAL INFORMATION

Course Number: 2104050
Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education
Courses -> Grade Group: Grades 6 to 8 Education
Courses -> Subject: Social Studies -> SubSubject: Interdisciplinary and Applied Social Studies
Abbreviated Title: M/J INTRO TO JROTC
Course Length: Semester (S)
Course Level: 2
**Educator Certifications**

<table>
<thead>
<tr>
<th>Certification</th>
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<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (Career &amp; Technical)</td>
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<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)</td>
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</tbody>
</table>
Discuss the function of financial institutions in the development of a market economy.

Discuss the importance of borrowing and lending in the United States.

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.

Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.

Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.

Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.

Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.

Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.

Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.

Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.

Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.

Look up government programs, including but not limited to, Medicaid or SNAP (Supplemental Nutrition Assistance Program) and explain the financial situation the programs are addressing.

Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.
| SS.8.FL.2.2: Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information. | **Clarifications:** Explain why advice from a source such as a salesperson may or may not be useful when deciding which product to buy. |
| SS.8.FL.2.3: Describe the variety of payment methods people can use in order to buy goods and services. | **Clarifications:** Explain how they would use the following payment methods to purchase a good or service: cash, check, debit card, credit card, mobile phone, online payment, prepaid card, layaway, and rent to own. |
| SS.8.FL.2.4: Examine choosing a payment method, by weighing the costs and benefits of the different payment options. | **Clarifications:** Choose the best payment method for the following purchases by weighing the costs and benefits of various payment options: ticket to a concert, food at a convenience store, airline ticket, cell phone bill, beverage at a middle school basketball game, and car payment. |
| SS.8.FL.2.5: Discuss the fact that people may revise their budget based on unplanned expenses and changes in income. | **Clarifications:** Offer ways to balance a family's budget given unplanned expenses such as health care costs, car repairs, or change in income. |
| SS.8.FL.3.1: Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money. | **Clarifications:** Draw and label a diagram showing the role that financial institutions play in channeling funds from savers to borrowers. Conduct research into the interest rate paid on savings and charged for loans by financial institutions in their community and create a classroom bulletin board summarizing their findings. |
| SS.8.FL.3.2: Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved. | **Clarifications:** Define an interest rate as the price paid for using someone else's money, expressed as a percentage of the amount saved. |
| SS.8.FL.3.3: Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market. | **Clarifications:** Explain why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits. |
| SS.8.FL.3.4: Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly. | **Clarifications:** Calculate the total amount of interest earned on two certificates of deposit—one with a higher rate of interest than the other—and explain how the certificate of deposit with the higher interest rate can help a saver reach his or her savings goal faster. |
| SS.8.FL.3.5: Identify principal as the initial amount of money upon which interest is paid. | **Clarifications:** Differentiate between principal and interest. |
| SS.8.FL.3.6: Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest. | **Clarifications:** Use the Rule of 72 to determine the number of years it will take for their savings to double in value. Using a formula for compound interest, calculate how much two different savers, one who starts to save at age 21 and one who starts to save at age 35, will have at retirement. |
| SS.8.FL.3.7: Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save. | **Clarifications:** Write a short story comparing the savings choices of a young college graduate to those of a married couple who recently celebrated their 40th birthdays and who have two children. |
| SS.8.FL.3.8: Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit. | **Clarifications:** Identify the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Administration (NCUA) as the government agencies responsible for insuring depositors' savings and state the limit of FDIC and NCUA coverage. Explain why the bank-run scene in the movie It's a Wonderful Life, for example, is less likely to occur in today's world of insured banks. |
| SS.8.FL.4.1: Explain why advice from a source such as a salesperson may or may not be useful when deciding which product to buy. | **Clarifications:** Explain that repayment of a loan includes repayment of the principal plus the interest charged. Compute the interest rate when given a principal and an amount of interest. Compute the amount of interest when given the loan principal and the interest rate. |
| SS.8.FL.4.2: Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use. | **Clarifications:** Examine a credit card statement and identify the interest rate and fees charged. |
| SS.8.FL.4.3: Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution. | **Clarifications:** Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly. |
For an expensive good purchased using credit, find the total interest paid and the amount still owed after one year when only the minimum payment is made each month. Give advice to a friend explaining what happens to the total cost of borrowing on a credit card when only the minimum payment is made each month.

SS.8.FL.4:
**Clarifications:**
As a banker, decide for each of three potential borrowers with different credit backgrounds whether to extend credit, and if so, what the interest rate should be. Write a decision letter justifying the banker's decision.

SS.8.FL.5:
**Clarifications:**
Find the prices of a variety of current possible investments.

SS.8.FL.6:
**Clarifications:**
Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.

SS.8.FL.7:
**Clarifications:**
Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.

SS.8.FL.8:
**Clarifications:**
Determine the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.

SS.8.FL.9:
**Clarifications:**
Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.

SS.8.FL.10:
**Clarifications:**
Explain why the price of a stock might change if more individuals decide to purchase the stock. Explain why the price of a stock might change if more companies issue new shares of stock to raise new investment funds.

SS.8.FL.11:
**Clarifications:**
Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.

SS.8.FL.12:
**Clarifications:**
Compare rates of return of a variety of different investments and speculate on the amount of risk each of the investments entails.

SS.8.FL.13:
**Clarifications:**
Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.

SS.8.FL.14:
**Clarifications:**
Write a scenario describing how a storm blowing a tree onto a roof can impact a family's financial situation.

SS.8.FL.15:
**Clarifications:**
Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.

SS.8.FL.16:
**Clarifications:**
Explain why homeowners buy flood insurance for $300 a year when the likelihood of a flood in their area is extremely low.

SS.8.FL.17:
**Clarifications:**
Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.

SS.8.FL.18:
**Clarifications:**
List examples of potential events and costs against which people might self-insure.

SS.8.FL.19:
**Clarifications:**
Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.

SS.8.FL.20:
**Clarifications:**
Explain how a deductible affects the payout on an auto insurance claim, and how the individual's choice of deductible affects the price of the policy at the time it is purchased.

SS.8.FL.21:
**Clarifications:**
Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.

SS.8.FL.22:
**Clarifications:**
Explain why drivers who receive repeated speeding tickets will see their insurance premiums increase.

SS.8.FL.23:
**Clarifications:**
Explain why individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.

SS.8.FL.24:
**Clarifications:**
Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident.

SS.8.FL.25:
**Clarifications:**
Explain why people may prefer to purchase insurance against fire in their apartment, but self-insure to handle the cost of tooth cavities.

SS.8.FL.26:
**Clarifications:**
Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.

SS.8.FL.27:
**Clarifications:**
Identify ways that identity thieves can obtain someone’s personal information.

SS.8.FL.28:
**Clarifications:**
List actions an individual can take to protect personal information.

LAFS.RH.1.1:
Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.RH.1.2:
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.RH.1.3:
Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.RH.2.4:
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.RH.2.5:
Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.RH.2.6:
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.RH.3.7:
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.RH.3.8:
Distinguish among fact, opinion, and reasoned judgment in a text.
Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.RH.3.9: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

LAFS.68.RH.4.10: Gather relevant information from multiple print and digital sources, integrate multimedia and visual displays into presentations to clarify understanding, and analyze the purpose of information presented in diverse media and formats.

LAFS.68.WHST.1.1: Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving a purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.68.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
   d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

LAFS.8.SL.1.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

LAFS.8.SL.2.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.8.SL.2.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

MAPS.K12.MP.6.1: Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

This course consists for the following content areas and literacy strands: Financial Literacy, Economics, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Content standards are geared toward deepening students' understanding of personal financial literacy through an economic perspective. A basic understanding of economics provides a critical framework to make informed decisions about budgeting, saving, and investing. In learning basic economics, students come to appreciate that choices have costs and benefits, and that it is often necessary to sort through complex information and weigh multiple costs and benefits before arriving at a decision. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and informed members of the global economy.

The content for the course is primarily developed around six standards from the NGSSS Financial Literacy Strand:
• Earning Income
• Buying Goods and Services
• Saving
• Using Credit
• Financial Investing
• Protecting and Insuring

Content included in these standards includes, but may not be limited to:

• analyzing cost/benefit of economic decisions
• identifying different types of education and training required by various careers
• understanding the effect of acquiring education and skills on future income
• measuring the opportunity cost that education and training have in terms of time, effort, and money
• exploring the variety of payment method options
• classifying expenses in a budget
• assessing the quality and usefulness of information from marketers
• understanding the role of financial institutions as intermediaries between savers and borrowers
• understanding the role of government agencies in protecting savings deposits
• examining the difference between principal and interest
• identifying the time value of money
• explaining how people’s tastes and preferences influence their choice of how much and what to save for
• understanding why people use credit
• identifying a credit card purchase as a loan from the issuer of the card
• explaining why interest rates vary across borrowers
• examining how a credit card user can avoid interest charges
• understanding the variety of possible financial investments
• calculating the rates of return on an investment and understanding why it may vary among financial products
• identifying insurance as the transfer of risk through risk pooling
• understanding each option for managing risk (assure it, reduce it, insure it) entails a cost
• preventing identify theft and fraud

Special Notes

Instructional Practices: Teaching using real world materials, examples, and simulations enhances students’ content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex, high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provided extended learning opportunities that simulate economic scenarios including, but not limited to:
   • opening a bank account
   • searching for and being offered a new job
   • planning and managing a household budget
   • analyzing the motivation and techniques of marketers
   • making a major purchase such as a home or automobile
   • applying for a credit card
   • planning for college expenses
   • filing a tax return
   • managing an investment portfolio

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

Open Educational Resources (OER)

There are a number of free financial literacy resources designed for middle school students that are available, providing both full service lesson plans and online digital modules. Please review the curriculum to determine it if is suitable for your educational needs before using.

• Next Gen Personal Finance - https://www.ngpf.org
• Take Charge Today - https://takechargetoday.arizona.edu
• FoolProof Financial Literacy - https://www.foolproofme.org/academy/middle-schools
• Finance Your Future - http://financeyourfuture.myfloridacfo.com/
Educator Certifications

<table>
<thead>
<tr>
<th>Social Science (Grades 5-9)</th>
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<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Business Education (Grades 6-12)</td>
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<tr>
<td>Family and Consumer Science (Grades 6-12)</td>
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### Course Standards

<table>
<thead>
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<th>Name</th>
<th>Description</th>
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<tr>
<td>SS.E.1.2:</td>
<td>Discuss the importance of borrowing and lending in the United States, the government’s role in controlling financial institutions, and list the advantages and disadvantages of using credit.</td>
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<tr>
<td>SS.E.1.4:</td>
<td>Discuss the function of financial institutions in the development of a market economy.</td>
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<td>Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</td>
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<td>SS.FL.1.2:</td>
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<td>SS.FL.1.3:</td>
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<td>SS.FL.1.5:</td>
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<td>Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.</td>
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<td>SS.FL.2.1:</td>
<td>Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.</td>
</tr>
</tbody>
</table>
**SS.8.FL.2.2:** Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.

**Clarifications:**
- Explain why advice from a source such as a salesperson may or may not be useful when deciding which product to buy.

**SS.8.FL.2.3:** Describe the variety of payment methods people can use to buy goods and services.

**Clarifications:**
- Explain how they would use the following payment methods to purchase a good or service: cash, check, debit card, credit card, mobile phone, online payment, prepaid card, layaway, and rent to own.

**SS.8.FL.2.4:** Examine choosing a payment method, by weighing the costs and benefits of the different payment options.

**Clarifications:**
- Choose the best payment method for the following purchases by weighing the costs and benefits of various payment options: ticket to a concert, food at a convenience store, airline ticket, cell phone bill, beverage at a middle school basketball game, and car payment.

**SS.8.FL.2.5:** Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.

**Clarifications:**
- Offer ways to balance a family's budget given unplanned expenses such as health care costs, car repairs, or change in income.

**SS.8.FL.3.1:** Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.

**Clarifications:**
- Draw and label a diagram showing the role that financial institutions play in channeling funds from savers to borrowers. Conduct research into the interest rate paid on savings and charged for loans by financial institutions in their community and create a classroom bulletin board summarizing their findings.

**SS.8.FL.3.2:** Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved.

**Clarifications:**
- Define an interest rate as the price paid for using someone else's money, expressed as a percentage of the amount saved.

**SS.8.FL.3.3:** Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.

**Clarifications:**
- Explain why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits.

**SS.8.FL.3.4:** Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.

**Clarifications:**
- Calculate the total amount of interest earned on two certificates of deposit—one with a higher rate of interest than the other—and explain how the certificate of deposit with the higher interest rate can help a saver reach his or her savings goal faster.

**SS.8.FL.3.5:** Identify principal as the initial amount of money upon which interest is paid.

**Clarifications:**
- Differentiate between principal and interest.

**SS.8.FL.3.6:** Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.

**Clarifications:**
- Use the Rule of 72 to determine the number of years it will take for their savings to double in value. Using a formula for compound interest, calculate how much two different savers, one who starts to save at age 21 and one who starts to save at age 35, will have at retirement.

**SS.8.FL.3.7:** Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save.

**Clarifications:**
- Write a short story comparing the savings choices of a young college graduate to those of a married couple who recently celebrated their 40th birthdays and who have two children.

**SS.8.FL.3.8:** Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit.

**Clarifications:**
- Identify the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Administration (NCUA) as the government agencies responsible for insuring depositors' savings and state the limit of FDIC and NCUA coverage. Explain why the bank-run scene in the movie It's a Wonderful Life, for example, is less likely to occur in today's world of insured banks.

**SS.8.FL.4.1:** Explain that repayment of a loan includes repayment of the principal plus the interest charged. Compute the interest rate when given a principal and an amount of interest. Compute the amount of interest when given the loan principal and the interest rate.

**Clarifications:**
- IDENTIFY A CREDIT CARD PURCHASE AS A LOAN FROM THE FINANCIAL INSTITUTION THAT ISSUED THE CARD. EXPLAIN THAT CREDIT CARD INTEREST RATES TEND TO BE HIGHER THAN RATES FOR OTHER LOANS. IN ADDITION, FINANCIAL INSTITUTIONS MAY CHARGE SIGNIFICANT FEES RELATED TO A CREDIT CARD AND ITS USE.

**SS.8.FL.4.2:** Examine a credit card statement and identify the interest rate and fees charged.

**Clarifications:**
- Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.

**SS.8.FL.4.3:** Examine choosing a payment method, by weighing the costs and benefits of the different payment options.

**Clarifications:**
- Choose the best payment method for the following purchases by weighing the costs and benefits of various payment options: ticket to a concert, food at a convenience store, airline ticket, cell phone bill, beverage at a middle school basketball game, and car payment.
For an expensive good purchased using credit, find the total interest paid and the amount still owed after one year when only the minimum payment is made each month. Give advice to a friend explaining what happens to the total cost of borrowing on a credit card when only the minimum payment is made each month.

| SS.8.FL.4: | Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.

**Clarifications:**
- As a banker, decide for each of three potential borrowers with different credit backgrounds whether to extend credit, and if so, what the interest rate should be. Write a decision letter to the borrower justifying the banker's decision.

| SS.8.FL.5.1: | Describe the differences among the various types of financial instruments, such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.

**Clarifications:**
- Find the prices of a variety of current possible investments.

| SS.8.FL.5.2: | Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.

| SS.8.FL.5.3: | Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.

**Clarifications:**
- Determine the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.

| SS.8.FL.5.4: | Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.

**Clarifications:**
- Explain why the price of a stock might change if more individuals decide to purchase the stock. Explain why the price of a stock might change if more companies issue new shares of stock to raise new investment funds.

| SS.8.FL.5.5: | Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.

**Clarifications:**
- Compare rates of return of a variety of different investments and speculate on the amount of risk each of the investments entails.

| SS.8.FL.6.1: | Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.

**Clarifications:**
- Write a scenario describing how a storm blowing a tree onto a roof can impact a family’s financial situation.

| SS.8.FL.6.2: | Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.

**Clarifications:**
- Explain why homeowners buy flood insurance for $300 a year when the likelihood of a flood in their area is extremely low.

| SS.8.FL.6.3: | Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.

**Clarifications:**
- List examples of potential events and costs against which people might self-insure.

| SS.8.FL.6.4: | Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.

**Clarifications:**
- Explain how a deductible affects the payout on an auto insurance claim, and how the individual's choice of deductible affects the price of the policy at the time it is purchased.

| SS.8.FL.6.5: | Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.

**Clarifications:**
- Explain why drivers who receive repeated speeding tickets will see their insurance premiums increase.

| SS.8.FL.6.6: | Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.

**Clarifications:**
- Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident. Explain why people may prefer to purchase insurance against fire in their apartment, but self-insure to handle the cost of tooth cavities.

| SS.8.FL.6.7: | Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.

**Clarifications:**
- Identify ways that identity thieves can obtain someone's personal information. List actions an individual can take to protect personal information.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
Develop students' ability to analyze and problem solve.
Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

CLARIFICATIONS:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

CLARIFICATIONS:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

CLARIFICATIONS:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

CLARIFICATIONS:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

CLARIFICATIONS:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

CLARIFICATIONS:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

CLARIFICATIONS:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

This course consists for the following content areas and literacy strands: Financial Literacy, Economics, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Content standards are geared toward deepening students’ understanding of personal financial literacy through an economic perspective. A basic understanding of economics provides a critical framework to make informed decisions about budgeting, saving, and investing. In learning basic economics, students come to appreciate that choices have costs and benefits, and that it is often necessary to sort through complex information and weigh multiple costs and benefits before arriving at a decision. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance
decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and informed members of the global economy.

The content for the course is primarily developed around six standards from the NGSSS Financial Literacy Strand:

- **Earning Income**
- **Buying Goods and Services**
- **Saving**
- **Using Credit**
- **Financial Investing**
- **Protecting and Insuring**

Content included in these standards includes, but may not be limited to:

- analyzing cost/benefit of economic decisions
- identifying different types of education and training required by various careers
- understanding the effect of acquiring education and skills on future income
- measuring the opportunity cost that education and training have in terms of time, effort, and money
- exploring the variety of payment method options
- classifying expenses in a budget
- assessing the quality and usefulness of information from marketers
- understanding the role of financial institutions as intermediaries between savers and borrowers
- understanding the role of government agencies in protecting savings deposits
- examining the difference between principal and interest
- identifying the time value of money
- explaining how people's tastes and preferences influence their choice of how much and what to save for
- understanding why people use credit
- identifying a credit card purchase as a loan from the issuer of the card
- explaining why interest rates vary across borrowers
- examining how a credit card user can avoid interest charges
- understanding the variety of possible financial investments
- calculating the rates of return on an investment and understanding why it may vary among financial products
- identifying insurance as the transfer of risk through risk pooling
- understanding each option for managing risk (assume it, reduce it, insure it) entails a cost
- preventing identify theft and fraud

**Special Notes**

**Instructional Practices:** Teaching using real world materials, examples, and simulations enhances students' content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex, high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provided extended learning opportunities that simulate economic scenarios including, but not limited to:
   - opening a bank account
   - searching for and being offered a new job
   - planning and managing a household budget
   - analyzing the motivation and techniques of marketers
   - making a major purchase such as a home or automobile
   - applying for a credit card
   - planning for college expenses
   - filing a tax return
   - managing an investment portfolio

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate information, ideas, and concepts for academic success. For academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

**Open Educational Resources (OEL)**

There are a number of free financial literacy resources designed for middle school students that are available, providing both full service lesson plans and online digital modules. Please review the curriculum to determine if it is suitable for your educational needs before using.

- Next Gen Personal Finance - https://www.ngpf.org
- Take Charge Today - https://takechargetoday.arizona.edu
GENERAL INFORMATION

Course Number: 2104060
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

<table>
<thead>
<tr>
<th>Social Science (Grades 5-9)</th>
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FoolProof Financial Literacy - https://www.foolproofme.org/academy/middle-schools
Discuss the function of financial institutions in the development of a market economy.

Explain how federal, state, and local taxes support the economy as a function of the United States government.

Discuss the importance of borrowing and lending in the United States.

### Course Standards

<table>
<thead>
<tr>
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<tbody>
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<td>SS.68.HE.1.1:</td>
<td>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</td>
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<td>- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</td>
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<td>- Students will analyze how antisemitism led to and contributed to the Holocaust.</td>
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<td>- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israeli or Israelis).</td>
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<td>Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.</td>
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<td>Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</td>
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<td>Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.</td>
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Clarifications:

- Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.
- Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- Interview individuals and create a timeline that shows the education, training, and job experiences that occurred as the individuals progressed through different stages of their careers.
- Conduct research on a specific career. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their incomes and job opportunities.
- Explain how taking a babysitting class or getting lifeguard training can improve a young person's human capital and productivity.
- Gather data on the average wage or salary for different jobs and explain how they differ by the level of education, job skill, or years of experience.
- Using data on the lifetime earnings of workers with different levels of education, explain why adults with a college education typically earn more than adults with only a high school education.
- Describe the opportunity costs of attending a training course on babysitting, lifeguards, or first aid.
- Look up government programs, including but not limited to, Medicaid or SNAP (Supplemental Nutrition Assistance Program) and explain the...
financial situation the programs are addressing.

SS.8.FL.2.1: Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.

Clarifications: Gather information for an electronic good from sources such as manufacturers’ websites, retail websites, and consumer review websites. Explain what information is most helpful in making their decision. Search the Internet and print materials and identify deceptive selling practices.

SS.8.FL.2.2: Analyze a source’s incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.

Clarifications: Explain why advice from a source such as a salesperson may or may not be useful when deciding which product to buy.

SS.8.FL.2.3: Describe the variety of payment methods people can use in order to buy goods and services.

Clarifications: Explain how they would use the following payment methods to purchase a good or service: cash, check, debit card, credit card, mobile phone, online payment, prepaid card, layaway, and rent to own.

SS.8.FL.2.4: Examine choosing a payment method, by weighing the costs and benefits of the different payment options.

Clarifications: Choose the best payment method for the following purchases by weighing the costs and benefits of various payment options: ticket to a concert, food at a convenience store, airline ticket, cell phone bill, beverage at a middle school basketball game, and car payment.

SS.8.FL.2.5: Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.

Clarifications: Offer ways to balance a family’s budget given unplanned expenses such as health care costs, car repairs, or change in income.

SS.8.FL.3.1: Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.

Clarifications: Draw and label a diagram showing the role that financial institutions play in channeling funds from savers to borrowers. Conduct research into the interest rate paid on savings and charged for loans by financial institutions in their community and create a classroom bulletin board summarizing their findings.

SS.8.FL.3.2: Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver’s money and is normally expressed as an annual percentage of the amount saved.

Clarifications: Define an interest rate as the price paid for using someone else’s money, expressed as a percentage of the amount saved.

SS.8.FL.3.3: Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.

Clarifications: Explain why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits.

SS.8.FL.3.4: Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.

Clarifications: Calculate the total amount of interest earned on two certificates of deposit—one with a higher rate of interest than the other—and explain how the certificate of deposit with the higher interest rate can help a saver reach his or her savings goal faster.

SS.8.FL.3.5: Identify principal as the initial amount of money upon which interest is paid.

Clarifications: Differentiate between principal and interest.

SS.8.FL.3.6: Identify the value of a person’s savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.

Clarifications: Use the Rule of 72 to determine the number of years it will take for their savings to double in value. Using a formula for compound interest, calculate how much two different savers, one who starts to save at age 21 and one who starts to save at age 35, will have at retirement.

SS.8.FL.3.7: Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people’s tastes and preferences influence their choice of how much to save and for what to save.

Clarifications: Write a short story comparing the savings choices of a young college graduate to those of a married couple who recently celebrated their 40th birthdays and who have two children.

SS.8.FL.3.8: Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors’ savings in most commercial banks, savings banks, and savings associations up to a set limit.

Clarifications: Identify the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Administration (NCUA) as the government agencies responsible for insuring depositors’ savings and state the limit of FDIC and NCUA coverage. Explain why the bank-run scene in the movie It’s a Wonderful Life, for example, is less likely to occur in today’s world of insured banks.

SS.8.FL.4.1: Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else’s money expressed as an annual percentage of the loan principal.

Clarifications: Explain that repayment of a loan includes repayment of the principal plus the interest charged. Compute the interest rate when given a principal and an amount of interest. Compute the amount of interest when given the loan principal and the interest rate.

Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher...
SS.8.FL.4.2: than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.

Clarifications: Examine a credit card statement and identify the interest rate and fees charged.

SS.8.FL.4.3: Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.

Clarifications: For an expensive good purchased using credit, find the total interest paid and the amount still owed after one year when only the minimum payment is made each month. Give advice to a friend explaining what happens to the total cost of borrowing on a credit card when only the minimum payment is made each month.

SS.8.FL.4.4: Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.

Clarifications: As a banker, decide for each of three potential borrowers with different credit backgrounds whether to extend credit, and if so, what the interest rate should be. Write a decision letter to the borrower justifying the banker’s decision.

SS.8.FL.5.1: Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.

Clarifications: Find the prices of a variety of current possible investments.

SS.8.FL.5.2: Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.

SS.8.FL.5.3: Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock’s value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.

Clarifications: Determine the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year.

SS.8.FL.5.4: Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.

Clarifications: Explain why the price of a stock might change if more individuals decide to purchase the stock. Explain why the price of a stock might change if more companies issue new shares of stock to raise new investment funds.

SS.8.FL.5.5: Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.

Clarifications: Compare rates of return of a variety of different investments and speculate on the amount of risk each of the investments entails.

SS.8.FL.6.1: Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.

Clarifications: Write a scenario describing how a storm blowing a tree onto a roof can impact a family’s financial situation.

SS.8.FL.6.2: Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.

Clarifications: Explain why homeowners buy flood insurance for $300 a year when the likelihood of a flood in their area is extremely low.

SS.8.FL.6.3: Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.

Clarifications: List examples of potential events and costs against which people might self-insure.

SS.8.FL.6.4: Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.

Clarifications: Explain why drivers who receive repeated speeding tickets will see their insurance premiums increase.

SS.8.FL.6.5: Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.

Clarifications: Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident.

SS.8.FL.6.6: Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.

Clarifications: Identify ways that identity thieves can obtain someone’s personal information. List actions an individual can take to protect personal information.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
**MA.K12.MTR.1.1:**

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

**MA.K12.MTR.2.1:**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
MA.K12.MTR.6.1:

- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

- Make inferences to support comprehension.
- Read and comprehend grade-level complex texts proficiently.
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1:

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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General Course Information and Notes

**VERSION DESCRIPTION**
This course consists for the following content areas and literacy strands: Financial Literacy, Economics, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Content standards are geared toward deepening students' understanding of personal financial literacy through an economic perspective. A basic understanding of economics provides a critical framework to make informed decisions about budgeting, saving, and investing. In learning basic economics, students come to appreciate that choices have costs and benefits, and that it is often necessary to sort through complex information and weigh multiple costs and benefits before arriving at a decision. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to make sound personal finance decisions; to become wise, successful, and informed consumers, savers, borrowers, investors, risk managers, and future employees or employers; and to be participating and informed members of the global economy.

The content for the course is primarily developed around six standards from the NGSSS Financial Literacy Strand:

- Earning Income
- Buying Goods and Services
- Saving
- Using Credit
- Financial Investing
- Protecting and Insuring

Content included in these standards includes, but may not be limited to:

- analyzing cost/benefit of economic decisions
- identifying different types of education and training required by various careers
- understanding the effect of acquiring education and skills on future income
- measuring the opportunity cost that education and training have in terms of time, effort, and money
- exploring the variety of payment method options
- classifying expenses in a budget
- assessing the quality and usefulness of information from marketers
- understanding the role of financial institutions as intermediaries between savers and borrowers
- understanding the role of government agencies in protecting savings deposits
- examining the difference between principal and interest
- identifying the time value of money
- explaining how people's tastes and preferences influence their choice of how much and what to save for
- understanding why people use credit
- identifying a credit card purchase as a loan from the issuer of the card
- explaining why interest rates vary across borrowers
- examining how a credit card user can avoid interest charges
- understanding the variety of possible financial investments
- calculating the rates of return on an investment and understanding why it may vary among financial products
- identifying insurance as the transfer of risk through risk pooling
- understanding each option for managing risk (assume it, reduce it, insure it) entails a cost
- preventing identify theft and fraud

Special Notes

Instructional Practices: Teaching using real world materials, examples, and simulations enhances students' content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex, high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provided extended learning opportunities that simulate economic scenarios including, but not limited to:
   - opening a bank account
   - searching for and being offered a new job
   - planning and managing a household budget
   - analyzing the motivation and techniques of marketers
   - making a major purchase such as a home or automobile
   - applying for a credit card
   - planning for college expenses
   - filing a tax return
   - managing an investment portfolio

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link.
Open Educational Resources (OEL)

There are a number of free financial literacy resources designed for middle school students that are available, providing both full service lesson plans and online digital modules. Please review the curriculum to determine if it is suitable for your educational needs before using.

- Next Gen Personal Finance - https://www.ngpf.org
- Take Charge Today - https://takechargetoday.arizona.edu
- FoolProof Financial Literacy - https://www.foolproofme.org/academy/middle-schools

GENERAL INFORMATION

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Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.4:

Clarifications:
Examples are archaeology, geography, political science, economics.

SS.6.W.1.6:

Describe how history transmits culture and heritage and provides models of human character.

Identify the characteristics of civilization.

SS.6.W.2.3:

Compare the economic, political, social, and religious institutions of ancient river civilizations.

SS.6.W.2.4:

Examples are Nile, Tigris-Euphrates, Indus, Huang He.

SS.6.W.2.5:

Summarize important achievements of Egyptian civilization.

SS.6.W.2.7:

Summarize the important achievements of Mesopotamian civilization.

SS.6.W.2.10:

Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

SS.6.W.3.1:

Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

SS.6.W.3.2:

Summarize the important achievements and contributions of ancient Greek civilization.

SS.6.W.3.5:

Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

SS.6.W.3.6:

Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.

SS.6.W.3.7:

Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

SS.6.W.3.10:

Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.

SS.6.W.3.11:

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

SS.6.W.3.13:

Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.W.3.14:

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.15:

Describe the key achievements and contributions of ancient Egyptian civilization.

SS.6.W.3.17:

Examples are education, law, medicine, religion, science.

SS.6.W.3.18:

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.4.1:

Discuss the significance of Aryan and other tribal migrations on Indian civilization.

SS.6.W.4.2:

Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

SS.6.W.4.3:

Recognize the political and cultural achievements of the Mauryan and Gupta empires.

SS.6.W.4.4:

Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

SS.6.W.4.5:

Summarize the important achievements and contributions of ancient Indian civilization.

SS.6.W.4.6:

Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

SS.6.W.4.7:

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.8:

Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

SS.6.W.4.9:

Describe the contributions of classical and post classical China.
SS.6.W.4.8: Clarifications:
Examples are Great Wall, Silk Road, bronze casting, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.


SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis and Kublai Khan.


LAFS.6.WHST.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.WHST.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.WHST.1.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.WHST.2.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.BH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.6.BH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.6.BH.1.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.6.BH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.6.BH.2.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.6.BH.2.6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.6.BH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.6.BH.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.BH.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.6.WHST.1.1: Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.6.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.6.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.6.WHST.2.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.6.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.6.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

LAFS.6.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.6.SP.2.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Standard Relation to Course: Supporting

   a. Reporting the number of observations.
   b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

MAFS.6.SP.2.5: Summarize numerical data in relation to their context, such as by:

   Standard Relation to Course: Supporting
Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

General Course Information and Notes

GENERAL NOTES

MJ World Cultures - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled
course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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### GENERAL INFORMATION

**Course Number:** 2105020

**Course Path:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 6 to 8 Education

**Courses > Subject:** Social Studies > SubSubject:

**Multicultural Studies > Abbreviated Title:** M/J WORLD CLTRS

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

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### Educator Certifications

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<thead>
<tr>
<th>Certificate</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Political Science (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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<td>Elementary Education (Grades K-6)</td>
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<td>Elementary Education (Elementary Grades 1-6)</td>
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</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
</tbody>
</table>
| SS.6.G.1.4: | Utilize tools geographers use to study the world. | **Clarifications:**
| SS.6.G.1.5: | Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. |
| SS.6.G.1.6: | Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. | **Clarifications:**
| SS.6.G.1.7: | Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. | **Clarifications:**
| SS.6.G.1.8: | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. | **Clarifications:**
| SS.6.G.2.1: | Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. | **Clarifications:**
| SS.6.G.2.2: | Interpret how geographic boundaries invite or limit interaction with other regions and cultures. | **Clarifications:**
| SS.6.G.2.4: | Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. | **Clarifications:**
| SS.6.G.2.5: | Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. | **Clarifications:**
| SS.6.G.2.7: | Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world. | **Clarifications:**
| SS.6.G.3.1: | Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. | **Clarifications:**
| SS.6.G.3.2: | Analyze the impact of human populations on the ancient world's ecosystems. | **Clarifications:**
| SS.6.G.4.1: | Explain how family and ethnic relationships influenced ancient cultures. | **Clarifications:**
| SS.6.G.4.2: | Use maps to trace significant migrations, and analyze their results. | **Clarifications:**
| SS.6.G.5.1: | Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world. | **Clarifications:**
| SS.6.G.5.2: | Identify the methods used to compensate for the scarcity of resources in the ancient world. | **Clarifications:**
| SS.6.W.1.2: | Compare maps of the world in ancient times with current political maps. | **Clarifications:**
| SS.6.W.1.3: | Use timelines to identify chronological order of historical events. | **Clarifications:**
| SS.6.W.1.4 | Describe the methods of historical inquiry and how history relates to the other social sciences. |
| SS.6.W.1.6 | Describe how history transmits culture and heritage and provides models of human character. Identify the characteristics of civilization. |
| SS.6.W.2.3 | Compare the economic, political, social, and religious institutions of ancient river civilizations. |
| SS.6.W.2.4 | Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity’s development in Ethiopia. |
| SS.6.W.2.5 | Explain the spread and influence of the Latin language on Western Civilization. |
| SS.6.W.2.6 | Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). |
| SS.6.W.2.7 | Summarize the important achievements of Mesopotamian civilization. |
| SS.6.W.2.8 | Summarize the important achievements and contributions of ancient Greek civilization. |
| SS.6.W.3.1 | Describe the contributions of classical and post classical China. |
| SS.6.W.3.2 | Discuss the significance of Aryan and other tribal migrations on Indian civilization. |
| SS.6.W.3.3 | Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. |
| SS.6.W.3.4 | Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. |
| SS.6.W.3.5 | Explain the development of democratic principles (separation of powers, rule of law) developed in ancient Greece. |
| SS.6.W.3.6 | Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. |
| SS.6.W.3.7 | Summarize the important achievements of Egyptian civilization. |
| SS.6.W.3.8 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.9 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.10 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.11 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.12 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.13 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.15 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.16 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.17 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.3.18 | Summarize the achievements and contributions of ancient river civilizations. |
| SS.6.W.4.1 | Identify the characteristics of civilization. |
| SS.6.W.4.2 | Identify the characteristics of civilization. |
| SS.6.W.4.3 | Identify the characteristics of civilization. |
| SS.6.W.4.4 | Identify the characteristics of civilization. |
| SS.6.W.4.5 | Identify the characteristics of civilization. |
| SS.6.W.4.6 | Identify the characteristics of civilization. |
| SS.6.W.4.7 | Identify the characteristics of civilization. |

**Clarifications:**
- Examples are archaeology, geography, political science, economics.
- Examples are civilization, economy, government, religion.
- Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.
- Examples are Nile, Tigris-Euphrates, Indus, Huang He.
- Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.
- Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.
- Examples are Olmec, Zapotec, Chavin.
- Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.
Clarifications:
Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

SS.6.W.4.10:
Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

SS.6.W.4.11:
Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis and Kublai Khan.

SS.6.W.4.12:
Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
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<tbody>
<tr>
<td><strong>Assess the reasonableness of solutions.</strong></td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td><strong>Mathematicians who assess the reasonableness of solutions:</strong></td>
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<tr>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
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<tr>
<td>- Have students estimate or predict solutions prior to solving.</td>
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<tr>
<td>- Prompt students to continually ask, &quot;Does this solution make sense? How do you know?&quot;</td>
<td>- Prompt students to continually ask, &quot;Does this solution make sense? How do you know?&quot;</td>
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<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
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<tr>
<td>- Strengthen students' ability to verify solutions through justifications.</td>
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<tr>
<th>MA.K12.MTR.6.1:</th>
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<tbody>
<tr>
<td><strong>Apply mathematics to real-world contexts.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td><strong>Mathematicians who apply mathematics to real-world contexts:</strong></td>
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<tr>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
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<tr>
<td>- Challenge students to question the accuracy of their models and methods.</td>
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<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
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<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
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<tr>
<th>MA.K12.MTR.7.1:</th>
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<tbody>
<tr>
<td><strong>Cite evidence to explain and justify reasoning.</strong></td>
<td><strong>Clarifications:</strong></td>
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<td><strong>Clarifications:</strong></td>
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Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ssi.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=439. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2105020
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Multicultural Studies
Abbreviated Title: M/J WORLD CLTRS
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 6, 7, 8

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
## Course Standards

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<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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| **SS.6.G.1.4:** | Utilize tools geographers use to study the world.  
**Clarifications:**  
Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources. |
| **SS.6.G.1.5:** | Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. |
| **SS.6.G.1.6:** | Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.  
**Clarifications:**  
Examples are major rivers, seas, oceans. |
| **SS.6.G.1.7:** | Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.  
**Clarifications:**  
Examples are Phoenicia, Cartage, Crete, Egypt, Greece, Rome, Kush. |
| **SS.6.G.1.8:** | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.  
**Clarifications:**  
Examples are city-states, provinces, kingdoms, empires. |
| **SS.6.G.2.1:** | Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.  
**Clarifications:**  
Examples are Egypt, Rome, Greece, China, Kush. |
| **SS.6.G.2.2:** | Interpret how geographic boundaries invite or limit interaction with other regions and cultures.  
**Clarifications:**  
Examples are China limits and Greece invites. |
| **SS.6.G.2.5:** | Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.  
**Clarifications:**  
Examples are Phoenicia on Greece and Greece on Rome. |
| **SS.6.G.2.7:** | Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.  
**Clarifications:**  
Examples are terracing, seasonal crop rotations, resource development. |
| **SS.6.G.3.1:** | Analyze the impact of human populations on the ancient world’s ecosystems.  
**Clarifications:**  
Examples are desertification, deforestation, abuse of resources, erosion. |
| **SS.6.G.4.2:** | Use maps to trace significant migrations, and analyze their results.  
**Clarifications:**  
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe. |
| **SS.6.G.5.1:** | Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.  
**Clarifications:**  
Examples are water in the Middle East, fertile soil, fuel. |
**Clarifications:**  
Examples are artifacts, images, auditory sources, written sources. |
| **SS.6.G.6.2:** | Compare maps of the world in ancient times with current political maps. |
| **SS.6.W.1.1:** | Use timelines to identify chronological order of historical events.  
**Clarifications:**  
Examples are artifacts, images, auditory sources, written sources. |
Describe the methods of historical inquiry and how history relates to the other social sciences.

SS.6.W.1.4:
Clarifications:
Examples are archaeology, geography, political science, economics.

SS.6.W.1.6:
Describe how history transmits culture and heritage and provides models of human character.
Identify the characteristics of civilization.

SS.6.W.2.3:
Compare the economic, political, social, and religious institutions of ancient river civilizations.

SS.6.W.2.4:
Clarifications:
Examples are Nue, Tigris-Euphrates, Indus, Huang He.

SS.6.W.2.5:
Summarize important achievements of Egyptian civilization.

SS.6.W.2.6:
Summarize the important achievements of Mesopotamian civilization.

SS.6.W.2.7:
Clarifications:
Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

SS.6.W.3.1:
Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

SS.6.W.3.2:
Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.W.3.3:
Summarize the important achievements and contributions of ancient Greek civilization.

SS.6.W.3.4:
Clarifications:
Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

SS.6.W.3.5:
Determine the impact of key figures from ancient Greece.

SS.6.W.3.6:
Clarifications:
Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.

SS.6.W.3.7:
Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

SS.6.W.3.8:
Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.W.3.9:
Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.10:
Clarifications:
Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

SS.6.W.3.11:
Describe the key achievements and contributions of Roman civilization.

SS.6.W.3.12:
Clarifications:
Examples are art and architecture, engineering, law, literature, technology.

SS.6.W.3.13:
Explain the spread and influence of the Latin language on Western civilization.

SS.6.W.3.14:
Clarifications:
Examples are education, law, medicine, religion, science.

SS.6.W.3.15:
Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.3.16:
Discuss the significance of Aryan and other tribal migrations on Indian civilization.

SS.6.W.3.17:
Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

SS.6.W.3.18:
Clarifications:
Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

SS.6.W.4.1:
Recognize the political and cultural achievements of the Mauryan and Gupta empires.

SS.6.W.4.2:
Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

SS.6.W.4.3:
Clarifications:
Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

SS.6.W.4.4:
Summarize the important achievements and contributions of ancient Indian civilization.

SS.6.W.4.5:
Clarifications:
Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

SS.6.W.4.6:
Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.7:
Clarifications:
Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

Describe the contributions of classical and post classical China.
Clarifications:

SS.6.W.4.8:
Examples are Great Wall, Silk Road, bronze casting, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

SS.6.W.4.10:
Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

SS.6.W.4.11:
Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

SS.6.W.4.12:
Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.

Students will analyze how antisemitism led to and contributed to the Holocaust.

Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Construct possible arguments based on evidence.

Justify results by explaining methods and processes.

Recognize errors and suggest how to correctly solve the task.

Compare the efficiency of a method to those expressed by others.

Analyze the mathematical thinking of others.

Communicate mathematical ideas, vocabulary and methods effectively.

Analyze the mathematical thinking of others.

Compare the efficiency of a method to those expressed by others.

Recognize errors and suggest how to correctly solve the task.

Justify results by explaining methods and processes.

Construct possible arguments based on evidence.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
MA.K12.MTR.5.1:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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Course Level: 2

Course Status: Draft - Course Pending Approval

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<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.

| SS.6.G.1.4:          | Utilize tools geographers use to study the world.                                                                                                                                                           |
|                     | **Clarifications:** Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources. |
| SS.6.G.1.5:          | Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.                                                                   |

**Clarifications:**
- Examples are major rivers, seas, oceans.

| SS.6.G.1.6:          | Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.                                                                                             |
|                     | **Clarifications:** Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.                                                                                                                     |

| SS.6.G.2.1:          | Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. |
|                     | **Clarifications:** Examples are China limits and Greece invites.                                                                                                                                          |

| SS.6.G.2.2:          | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.                                                                |
|                     | **Clarifications:** Examples are city-states, provinces, kingdoms, empires.                                                                                                                                |

| SS.6.G.2.4:          | Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.                                                                               |
|                     | **Clarifications:** Examples are Egypt, Rome, Greece, China, Kush.                                                                                                                                          |

| SS.6.G.2.5:          | Interpret how geographic boundaries invite or limit interaction with other regions and cultures.                                                                                                |
|                     | **Clarifications:** Examples are China limits and Greece invites.                                                                                                                                          |

| SS.6.G.2.6:          | Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.                                                                                  |
|                     | **Clarifications:** Examples are Phoenicia on Greece and Greece on Rome.                                                                                                                                  |

| SS.6.G.2.7:          | Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.                                                                                                  |
|                     | **Clarifications:** Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.                                                                  |
| SS.6.G.3.1:          | **Clarifications:** Examples are terracing, seasonal crop rotations, resource development.                                                                                                                  |

| SS.6.G.3.2:          | Analyze the impact of human populations on the ancient world's ecosystems.                                                                                                                                  |
|                     | **Clarifications:** Examples are desertification, deforestation, abuse of resources, erosion.                                                                                                                  |

| SS.6.G.4.1:          | Explain how family and ethnic relationships influenced ancient cultures.                                                                                                                                     |
|                     | **Clarifications:** Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.                                                                                     |

| SS.6.G.4.2:          | Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.                                                  |
|                     | **Clarifications:** Examples are water in the Middle East, fertile soil, fuel.                                                                                                                             |

| SS.6.G.5.1:          | Identify the methods used to compensate for the scarcity of resources in the ancient world.                                                                                                                  |
|                     | **Clarifications:** Examples are water in the Middle East, fertile soil, fuel.                                                                                                                             |

| SS.6.G.6.2:          | Compare maps of the world in ancient times with current political maps.                                                                                                                                     |
Use timelines to identify chronological order of historical events.

Interpret primary and secondary sources.

Describe the methods of historical inquiry and how history relates to the other social sciences.

Examples are artifacts, images, auditory sources, written sources.

Explain the democratic concepts (polis, civic participation and voting.

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

Analyze the cultural impact the ancient Phoenicians had on the.

Describe the government of the Roman Republic and its contribution to

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

Recognize the political and cultural achievements of the Mauryan and Gupta empires.

Describe how history transmits culture and heritage and provides models of human character.

Identify the characteristics of civilization.

Compare the economic, political, social, and religious institutions of ancient river civilizations.

Examples are Nile, Tigris-Euphrates, Indus, Huang He.

Summarize important achievements of Egyptian civilization.

Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

Summarize the important achievements of Mesopotamian civilization.

Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

Examples are Olmec, Zapotec, Chavin.

Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

Summarize the important achievements and contributions of ancient Greek civilization.

Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

Determine the impact of key figures from ancient Greece.

Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.

Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.

Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

Describe the key achievements and contributions of Roman civilization.

Examples are art and architecture, engineering, law, literature, technology.

Explain the spread and influence of the Latin language on Western Civilization.

Examples are education, law, medicine, religion, science.

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

Discuss the significance of Aryan and other tribal migrations on Indian civilization.

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

Examples are Hindu-Arabic numerals and the concept of zero.

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

Examples are Laozi, Confucius, and Han Fei Zi.
**SS.6.W.4.7:** Clarifications:
Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

Describe the contributions of classical and post classical China.

**SS.6.W.4.8:** Clarifications:
Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

**SS.6.W.4.10:** Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

**SS.6.W.4.11:** Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

**SS.6.W.4.12:** Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

**LAFS.6.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**LAFS.6.SL.1.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**LAFS.6.SL.1.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**LAFS.6.SL.1.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**LAFS.6.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

**LAFS.6.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**LAFS.6.RH.1.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.6.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**LAFS.6.RH.2.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**LAFS.6.RH.2.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**LAFS.6.RH.3.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**LAFS.6.RH.3.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

**LAFS.6.RH.3.9:** Analyze the relationship between a primary and secondary source on the same topic.

**LAFS.6.WHST.1.1:** Write arguments focused on discipline-specific content.
- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.6.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LAFS.6.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.6.WHST.2.5:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LAFS.6.WHST.2.6:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**LAFS.6.WHST.3.7:** Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LAFS.6.WHST.3.9:** Draw evidence from informational texts to support analysis reflection, and research.

**LAFS.6.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MAFS.6.SP.2.4:** Summarize numerical data sets in relation to their context, such as by:
- a. Reporting the number of observations.
- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
MAFS.6.SP.2.5: c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

**Standard Relation to Course: Supporting**

**MAFS.K12.MP.1.1:** Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given conditions, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**HE.6.C.2.4:** Investigate school and public health policies that influence health promotion and disease prevention.

**Clarifications:** Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

**GENERAL COURSE INFORMATION AND NOTES**

**GENERAL NOTES**

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

**Career and Education Planning Course Standards** - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<td>Use maps to trace significant migrations, and analyze their results.</td>
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<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
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<td>SS.6.G.4.4:</td>
<td>Compare maps of the world in ancient times with current political maps.</td>
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<td>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</td>
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<td>SS.6.W.4.3</td>
<td>Recognizing the political and cultural achievements of the Mauryan and Gupta empires.</td>
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<td>Explaining the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</td>
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<td>SS.6.W.4.6</td>
<td>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</td>
</tr>
</tbody>
</table>
Clarifications:
Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

Explain the significance of the silk roads and maritime routes across Asia, East Africa, and the Mediterranean Basin.

SS.6.W.4.10: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.


- Mathematicians who participate in effortful learning both individually and with others:
  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- Teachers who encourage students to complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Recognize students' effort when solving challenging problems.
  - Develop students' ability to analyze and problem solve.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- Teachers who encourage students to complete tasks with mathematical fluency:
  - Show students that various representations can have different purposes and can be useful in different situations.

- Teachers who encourage students to reflect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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  - Develop students' ability to justify methods and compare their responses to the responses of their peers.
MA.K12.MTR.5.1:
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Help students understand the importance of assessing the reasonableness of solutions.
- Guide students in understanding how solutions can be verified.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reiterate that students should check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they...
must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.EL.S1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.EL.S5.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.6.C.2.4: Investigate school and public health policies that influence health promotion and disease prevention.

**Clarifications:**
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

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**General Course Information and Notes**

**GENERAL NOTES**

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** - Per section 1003.415E, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.428, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics-college-career-planning/educators-toolkit/index.shtml.

**Career and Education Planning Course Standards** - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long-term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/SS.pdf

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/40CGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
GENERAL INFORMATION

Course Number: 2105025
Course Path: Grades PreK to 12 Education
Course: Grades 6 to 8 Education
Subject: Social Studies
SubSubject: Multicultural Studies
Abbreviated Title: M/J WORLD CLTRS C/P
Course Length: Year (Y)
Course Attributes:
  - Class Size Core Required
Course Level: 2

Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<tr>
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<tr>
<td><strong>SS.6.E.2.1:</strong> Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
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<tr>
<td><strong>SS.6.E.3.1:</strong> Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<tr>
<td><strong>SS.6.E.3.2:</strong> Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td><strong>SS.6.E.3.4:</strong> Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<tr>
<td><strong>SS.6.G.1.1:</strong> Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<tr>
<td><strong>SS.6.G.1.2:</strong> Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps. Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td><strong>SS.6.G.1.4:</strong> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
</tr>
<tr>
<td><strong>SS.6.G.1.5:</strong> Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td><strong>SS.6.G.1.6:</strong> Examples are major rivers, seas, oceans.</td>
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<tr>
<td><strong>SS.6.G.1.7:</strong> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
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<td><strong>SS.6.G.1.8:</strong> Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
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<td><strong>SS.6.G.1.9:</strong> Examples are city-states, provinces, kingdoms, empires.</td>
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<td><strong>SS.6.G.1.10:</strong> Examples are Egypt, Rome, Greece, China, Kush.</td>
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<td><strong>SS.6.G.1.11:</strong> Examples are China limits and Greece invites.</td>
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<td><strong>SS.6.G.1.12:</strong> Examples are Phoenicia on Greece and Greece on Rome.</td>
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<td><strong>SS.6.G.1.13:</strong> Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<td><strong>SS.6.G.1.14:</strong> Examples are terracing, seasonal crop rotations, resource development.</td>
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<td><strong>SS.6.G.1.15:</strong> Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td>
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<td><strong>SS.6.G.1.16:</strong> Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</td>
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<td><strong>SS.6.G.1.17:</strong> Identify the methods used to compensate for the scarcity of resources in the ancient world. Examples are water in the Middle East, fertile soil, fuel.</td>
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<td><strong>SS.6.G.1.19:</strong> Compare maps of the world in ancient times with current political maps.</td>
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**SS.6.W.4.7:** Clarifications:
Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

**SS.6.W.4.8:** Clarifications:
Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

**SS.6.W.4.9:** Clarifications:
Examples are gunpowder, paper-making, magnetic compass, stirrup, civil service system, The Analects.

**SS.6.W.4.10:** Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

**SS.6.W.4.11:** Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis and Kublai Khan.

**SS.6.W.4.12:** Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

**SS.6.HS.1.1:** Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how anti-Semitism led to and contributed to the Holocaust.
- Students will identify examples of anti-Semitism (e.g., making mendaciously, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic anti-Semitism to characterize Israel or Israelis).

**MA.K12.MTR.1.1:**
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.
- Clarifications:
  - Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

**MA.K12.MTR.2.1:**
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.
- Clarifications:
  - Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

**MA.K12.MTR.3.1:**
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.
- Clarifications:
  - Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

**MA.K12.MTR.4.1:**
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.
- Clarifications:
  - Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.
Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.
Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.
Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.
Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**

**Clariﬁcations:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction on how to effectively present information to do quality work.

**Use appropriate voice and tone when speaking or writing.**

**Clariﬁcations:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Investigate school and public health policies that influence health promotion and disease prevention.**

**Clariﬁcations:**
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

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**GENERAL NOTES**

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml](http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml).

**Career and Education Planning Course Standards** - Students will:

1.0 Describe the inﬂuences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-speciﬁc questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEa and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard
should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

**Course Number:** 2105025

**Course Path:**
- Grades PreK to 12 Education
  - Courses > Grade Group: Grades 6 to 8 Education
  - Courses > Subject: Social Studies
  - SubSubject: Multicultural Studies
- Abbreviated Title: M/J WORLD CLTRS C/P

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6, 7, 8

### Educator Certifications

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 5-9)
- Political Science (Grades 6-12)
- Social Science (Grades 6-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.E.2.1</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.4</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.4</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td>SS.6.G.1.5</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.6</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td>SS.6.G.1.7</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>SS.6.G.2.1</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.2</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.4</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
<tr>
<td>SS.6.G.2.5</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
</tr>
<tr>
<td>SS.6.G.2.7</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.2</td>
<td>Analyze the impact of human populations on the ancient world’s ecosystems.</td>
</tr>
<tr>
<td>SS.6.G.4.1</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
<tr>
<td>SS.6.G.4.2</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
</tr>
<tr>
<td>SS.6.G.5.1</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.6.2</td>
<td>Compare maps of the world in ancient times with current political maps.</td>
</tr>
<tr>
<td>SS.6.W.1.1</td>
<td>Use timelines to identify chronological order of historical events.</td>
</tr>
<tr>
<td>SS.6.W.1.3</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
</tr>
<tr>
<td>SS.6.W.1.4</td>
<td>Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
</tr>
<tr>
<td>SS.6.W.1.6</td>
<td>Describe how history transmits culture and heritage and provides models of human character.</td>
</tr>
<tr>
<td>SS.6.W.2.3</td>
<td>Compare the economic, political, social, and religious institutions of ancient river civilizations.</td>
</tr>
<tr>
<td>SS.6.W.2.4</td>
<td>Identify the characteristics of civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.5</td>
<td>Summarize important achievements of Egyptian civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.6</td>
<td>Determine the contributions of key figures from ancient Egypt.</td>
</tr>
<tr>
<td>SS.6.W.2.7</td>
<td>Summarize the important achievements of Mesopotamian civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.8</td>
<td>Determine the impact of key figures from ancient Mesopotamian civilizations.</td>
</tr>
<tr>
<td>SS.6.W.2.10</td>
<td>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</td>
</tr>
<tr>
<td>SS.6.W.3.1</td>
<td>Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</td>
</tr>
<tr>
<td>SS.6.W.3.2</td>
<td>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</td>
</tr>
<tr>
<td>SS.6.W.3.5</td>
<td>Summarize the important achievements and contributions of ancient Greek civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.6</td>
<td>Determine the impact of key figures from ancient Greece.</td>
</tr>
<tr>
<td>SS.6.W.3.7</td>
<td>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</td>
</tr>
<tr>
<td>SS.6.W.3.10</td>
<td>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.13</td>
<td>Describe the key achievements and contributions of Roman civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.17</td>
<td>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</td>
</tr>
<tr>
<td>SS.6.W.4.1</td>
<td>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</td>
</tr>
<tr>
<td>SS.6.W.4.2</td>
<td>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</td>
</tr>
<tr>
<td>SS.6.W.4.3</td>
<td>Recognize the political and cultural achievements of the Mauryan and Gupta empires.</td>
</tr>
<tr>
<td>SS.6.W.4.4</td>
<td>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</td>
</tr>
<tr>
<td>SS.6.W.4.5</td>
<td>Summarize the important achievements and contributions of ancient Indian civilization.</td>
</tr>
</tbody>
</table>
Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

Clarifications:
Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

Describe the contributions of classical and post classical China.

Clarifications:
Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civili service system, The Analects.

Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

Identify key steps in a text’s description of a process related to

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example,
“How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

**Standard Relation to Course: Supporting**

MAFS.6.SP.1.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

**Standard Relation to Course: Supporting**

MAFS.6.SP.1.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

**Standard Relation to Course: Supporting**

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given data, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get additional information. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**GENERAL NOTES**

**M/J World Cultures** - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, the impact of geography on cultural development, the evaluation of the interdependence between humans and the environment, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.
Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

**Course Number:** 2105030

**Course Path:** Grades PreK to 12 Education

Courses > Grade Group: Grades 6 to 8 Education

Courses > Subject: Social Studies > SubSubject: Multicultural Studies

**Abbreviated Title:** M/J ADV WORLD CLTRS

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

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**Educator Certifications**

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# M/J Advanced World Cultures (#2105030) 2022 - 2023

## Course Standards

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<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<td>SS.6.G.1.4:</td>
<td>Clarifications: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
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<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
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<td>Clarifications: Examples are China limits and Greece invites.</td>
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<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
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<td>Clarifications: Examples are terracing, seasonal crop rotations, resource development.</td>
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<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
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<td>SS.6.G.4.2:</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
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<td>Use maps to trace significant migrations, and analyze their results.</td>
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<td>Clarifications: Examples are water in the Middle East, fertile soil, fuel.</td>
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<td>SS.6.G.6.2:</td>
<td>Compare maps of the world in ancient times with current political maps.</td>
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<td>Use timelines to identify chronological order of historical events.</td>
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<td>Clarifications: Examples are artifacts, images, auditory sources, written sources.</td>
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## Clarifications:

- **Examples** are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.
- **Examples** are major rivers, seas, oceans.
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- **Examples** are China limits and Greece invites.
- **Examples** are Phoenicia on Greece and Greece on Rome.
- **Examples** are terracing, seasonal crop rotations, resource development.
- **Examples** are desertification, deforestation, abuse of resources, erosion.
- **Examples** are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.
- **Examples** are water in the Middle East, fertile soil, fuel.
SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
Clarifications:
Examples are archaeology, geography, political science, economics.

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
Identify the characteristics of civilization.

SS.6.W.2.3: Compare the economic, political, social, and religious institutions of ancient river civilizations.
Clarifications:
Examples are Nile, Tigris-Euphrates, Indus, Huang He.

SS.6.W.2.4: Identify the characteristics of civilization.
Clarifications:
Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

SS.6.W.2.5: Summarize important achievements of Egyptian civilization.
Clarifications:
Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.
Clarifications:
Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.
Clarifications:
Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

SS.6.W.2.8: Determine the impact of key figures from ancient Mesopotamian civilizations.
Clarifications:
Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
Clarifications:
Examples are Olmec, Zapotec, Chavin.

SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

SS.6.W.3.2: Summarize the important achievements and contributions of ancient Greek civilization.
Clarifications:
Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

SS.6.W.3.5: Determine the impact of key figures from ancient Greece.
Clarifications:
Examples are Aristophanes, Aristotle, Hipppocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.

SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
Clarifications:
Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.

SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
Clarifications:
Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
Clarifications:
Examples are art and architecture, engineering, law, literature, technology.

Clarifications:
Examples are education, law, medicine, religion, science.

SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
Clarifications:
Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.
Clarifications:
Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

SS.6.W.4.4: Summarize the important achievements and contributions of ancient Indian civilization.
Clarifications:
Examples are The Four Noble Truths, Three Qualities, Eightfold Path.
| SS.6.W.4.6: | Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. |
| SS.6.W.4.7: | Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. |
| SS.6.W.4.8: | Describe the contributions of classical and post classical China. |
| SS.6.W.4.10: | Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan. |
| SS.6.W.4.11: | Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century. |

**MA.K12.MTR.1.1:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.2.1:** Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.3.1:** Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' effort when solving challenging problems.

**MA.K12.MTR.4.1:** Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
General Course Information and Notes

GENERAL NOTES

M/J World Cultures - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, the impact of geography on cultural development, the evaluation of the interdependence between humans and the environment, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, creation, and understanding of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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</tbody>
</table>
SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

Clarifications: Examples are archaeology, geography, political science, economics.

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

Identify the characteristics of civilization.

SS.6.W.2.3: Compare the economic, political, social, and religious institutions of ancient river civilizations.

Clarifications: Examples are the Nile, Tigris-Euphrates, Indus, Huang He.

SS.6.W.2.5: Summarize important achievements of Egyptian civilization.

Clarifications: Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.

Clarifications: Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.

Clarifications: Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

SS.6.W.2.8: Determine the impact of key figures from ancient Mesopotamian civilizations.

Clarifications: Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

Clarifications: Examples are Olmec, Zapotec, Chavin.

SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.

Clarifications: Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

SS.6.W.3.6: Determine the impact of key figures from ancient Greece.

Clarifications: Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.

SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

Clarifications: Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.

SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

Clarifications: Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

SS.6.W.3.13: Describe the key achievements and contributions of Roman civilization.

Clarifications: Examples are art and architecture, engineering, law, literature, technology.


Clarifications: Examples are education, law, medicine, religion, science.

SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.

Clarifications: Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.

Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.
**Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.**

**Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.**

**Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.**

**Clarifications:**
- Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

**Describe the contributions of classical and post classical China.**

**Clarifications:**
- Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

**Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.**

**Clarifications:**
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

**Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.**

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Engage in discussions that reflect on the mathematical thinking of self and others.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to think about their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clariﬁcations:**

- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justiﬁcations.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clariﬁcations:**

- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clariﬁcations:**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
General Course Information and Notes

GENERAL NOTES

M/J World Cultures - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, the impact of geography on cultural development, the evaluation of the interdependence between humans and the environment, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructinal Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2105030
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject:
**Educator Certifications**

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Grade(s)</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
<td></td>
</tr>
<tr>
<td>History (Grades 5-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<td>Elementary Education (Elementary Grades 1-6)</td>
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</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 2105040
Course Path: Section: Grades PreK to 12 Education
Cources > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject:
Multicultural Studies >
Abbreviated Title: M/J IB MYP WLDCLTRCP
Course Length: Year (Y)
Course Attributes:
  • International Baccalaureate (IB)
Course Level: 3

Grade Level(s): 6,7,8

Educator Certifications

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</tbody>
</table>
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.68.HE.1.1</td>
<td>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</td>
</tr>
<tr>
<td></td>
<td>• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.</td>
</tr>
<tr>
<td></td>
<td>• Students will analyze how antisemitism led to and contributed to the Holocaust.</td>
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<td>• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</td>
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</tbody>
</table>

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 2105040
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Multicultural Studies
Abbreviated Title: M/J IB MYP WLDLTRCP
Course Length: Year (Y)
Course Attributes:
• International Baccalaureate (IB)
Course Level: 3
Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Political Science (Grades 6-12)
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.3</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.1</td>
<td>Define the term &quot;citizen,&quot; and identify legal means of becoming a United States citizen.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Description</td>
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<tr>
<td>SS.7.C.2.2</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.3</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels. <strong>Clarifications:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.7.C.2.4</td>
<td>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.5</td>
<td>Distinguish how the Constitution safeguards and limits individual rights. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.6</td>
<td>Simulate the trial process and the role of juries in the administration of justice.</td>
</tr>
<tr>
<td>SS.7.C.2.7</td>
<td>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Identify America's current political parties, and illustrate their ideas about government. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.8</td>
<td>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.9</td>
<td>Examine the impact of media, individuals, and interest groups on monitoring and influencing government. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.10</td>
<td>Analyze media and political communications (bias, symbolism, propaganda). <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.11</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.12</td>
<td>Examine multiple perspectives on public and current issues. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.13</td>
<td>Conduct a service project to further the public good. <strong>Clarifications:</strong> The project can be at the school, community, state, national, or international level.</td>
</tr>
<tr>
<td>SS.7.C.2.14</td>
<td>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
| SS.7.C.3.1 | Compare parliamentary, federal, confederal, and unitary systems of government. **Clarifications:** Additional resources may be found on the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.3.2:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.3:</td>
<td>Identify the relationship and division of powers between the federal government and state governments.</td>
</tr>
<tr>
<td>SS.7.C.3.4:</td>
<td>Explain the Constitutional amendment process.</td>
</tr>
<tr>
<td>SS.7.C.3.5:</td>
<td>Evaluate Constitutional rights and their impact on individuals and society.</td>
</tr>
<tr>
<td>SS.7.C.3.6:</td>
<td>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</td>
</tr>
<tr>
<td>SS.7.C.3.7:</td>
<td>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</td>
</tr>
<tr>
<td>SS.7.C.3.8:</td>
<td>Illustrate the law making process at the local, state, and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.9:</td>
<td>Identify sources and types (civil, criminal, constitutional, military) of law.</td>
</tr>
<tr>
<td>SS.7.C.3.10:</td>
<td>Diagram the levels, functions, and powers of courts at the state and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.12:</td>
<td>Compare the constitutions of the United States and Florida.</td>
</tr>
<tr>
<td>SS.7.C.3.13:</td>
<td>Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
Differentiate between local, state, and federal governments' obligations and services.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

<table>
<thead>
<tr>
<th>SS.7.C.3.14:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate concepts related to United States domestic and foreign policy.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Recognize government and citizen participation in international organizations.

**Clarifications:**

<table>
<thead>
<tr>
<th>SS.7.C.4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe examples of how the United States has dealt with international conflicts.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

<table>
<thead>
<tr>
<th>SS.7.C.4.2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe current major cultural regions of North America.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

<table>
<thead>
<tr>
<th>SS.7.C.4.3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

<table>
<thead>
<tr>
<th>SS.7.C.4.4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate major physical landmarks that are emblematic of the United States.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  Examples are the South, Rust-belt, Silicon Valley.

<table>
<thead>
<tr>
<th>SS.7.C.4.5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use maps to describe the location, abundance, and variety of natural resources in North America.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

<table>
<thead>
<tr>
<th>SS.7.C.4.6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  Examples are the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

<table>
<thead>
<tr>
<th>SS.7.C.4.7:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  Differentiate between local, state, and federal governments' obligations and services.

<table>
<thead>
<tr>
<th>SS.7.G.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate major cultural landmarks that are emblematic of the United States.</td>
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</tbody>
</table>

- **Clarifications:**
  Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

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  Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

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<tr>
<td>Describe current major cultural regions of North America.</td>
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- **Clarifications:**
  Examples are the South, Rust-belt, Silicon Valley.

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<tr>
<th>SS.7.G.2.4:</th>
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</thead>
<tbody>
<tr>
<td>Describe examples of how the United States has dealt with international conflicts.</td>
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</tbody>
</table>

- **Clarifications:**
  Differentiate between local, state, and federal governments' obligations and services.

<table>
<thead>
<tr>
<th>SS.7.E.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

<table>
<thead>
<tr>
<th>SS.7.E.1.2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.</td>
</tr>
</tbody>
</table>

- **Clarifications:**
  This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 76-77. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Use geographic terms and tools to explain cultural diffusion throughout North America.

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Examples are tri-county mangrove decimation, beach erosion.

Examples are population density, changes in census data, and district reapportionment over time.

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

Write informative/expository texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

A statistical question can be answered with a range of values and one measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givers, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategizing estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes:
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf
Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms_review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106010
Course Path: Section: Grades PreK to 12 Education
Courses -> Grade Group: Grades 6 to 8 Education
Courses -> Subject: Social Studies -> SubSubject: Political Sciences
Abbreviated Title: M/J CIVICS
Course Length: Year (Y)
Course Attributes:
• Class Size Core Required
Course Level: 2

Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)
Social Science (Grades 6-12)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2:</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.3:</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4:</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5:</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6:</td>
<td>Interpret the intentions of the Preamble of the Constitution.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7:</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8:</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9:</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.1:</td>
<td>Define the term “citizen,” and identify legal means of becoming a United States citizen.  &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>SS.7.C.2.2</td>
<td>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</td>
</tr>
<tr>
<td>SS.7.C.2.3</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</td>
</tr>
<tr>
<td>SS.7.C.2.4</td>
<td>Compare parliamentary, federal, confederal, and unitary systems of government.</td>
</tr>
<tr>
<td>SS.7.C.2.5</td>
<td>Distinguish how the Constitution safeguards and limits individual rights.</td>
</tr>
<tr>
<td>SS.7.C.2.6</td>
<td>Conduct a service project to further the public good.</td>
</tr>
<tr>
<td>SS.7.C.2.7</td>
<td>Identify America's current political parties, and illustrate their ideas about government.</td>
</tr>
<tr>
<td>SS.7.C.2.8</td>
<td>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</td>
</tr>
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<td>SS.7.C.2.9</td>
<td>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</td>
</tr>
<tr>
<td>SS.7.C.2.10</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</td>
</tr>
<tr>
<td>SS.7.C.2.11</td>
<td>Examine multiple perspectives on public and current issues.</td>
</tr>
<tr>
<td>SS.7.C.2.12</td>
<td>Conduct a service project to further the public good.</td>
</tr>
<tr>
<td>SS.7.C.2.13</td>
<td>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</td>
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<td>SS.7.C.2.14</td>
<td>Compare parliamentary, federal, confederal, and unitary systems of government.</td>
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<td>Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.7:</td>
<td>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</td>
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<td>SS.7.C.3.8:</td>
<td>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</td>
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<td>SS.7.C.3.9:</td>
<td>Illustrate the law making process at the local, state, and federal levels.</td>
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<td>SS.7.C.3.10:</td>
<td>Identify sources and types (civil, criminal, constitutional, military) of law.</td>
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<tr>
<td>SS.7.C.3.11:</td>
<td>Diagram the levels, functions, and powers of courts at the state and federal levels.</td>
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<tr>
<td>SS.7.C.3.13:</td>
<td>Compare the constitutions of the United States and Florida.</td>
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</table>
**SS.7.C.3.14:** Differentiate between local, state, and federal governments' obligations and services.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.1:** Explain how federal, state, and local taxes support the economy as a function of the United States government.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.2:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.3:** Describe examples of how the United States has dealt with international conflicts.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.E.1.1:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Clarifications:**
Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

**SS.7.E.1.2:** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

**SS.7.E.1.3:** Discuss the function of financial institutions in the development of a market economy.

**SS.7.E.1.4:** Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

**SS.7.E.1.5:** Compare the national budget process to the personal budget process.

**Clarifications:**
Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

**SS.7.E.2.1:** Explain how federal, state, and local taxes support the economy as a function of the United States government.

**Clarifications:**
Examples are the Federal Reserve System and privately owned banks.

**SS.7.E.2.2:** Describe the banking system in the United States and its impact on the money supply.

**Clarifications:**
Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**SS.7.E.2.3:** Identify and describe United States laws and regulations adopted to promote economic competition.

**SS.7.E.2.4:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

**Clarifications:**
Examples are the stock market, banks, credit unions.

**SS.7.E.2.5:** Explain how economic institutions impact the national economy.

**SS.7.E.3.1:** Explain how international trade requires a system for exchanging currency between and among nations.

**SS.7.E.3.2:** Assess how the changing value of currency affects trade of goods and services between nations.

**SS.7.E.3.3:** Compare and contrast a single resource economy with a diversified economy.

**SS.7.E.3.4:** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**SS.7.G.1.1:** Locate the fifty states and their capital cities in addition to the nation's capital on a map.

**SS.7.G.1.2:** Locate on a world map the territories and protectorates of the United States of America.

**Clarifications:**
Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

**SS.7.G.1.3:** Interpret maps to identify geopolitical divisions and boundaries of places in North America.

**Clarifications:**
Examples are the South, Rust-belt, Silicon Valley.

**SS.7.G.2.1:** Locate major physical landmarks that are emblematic of the United States.

**Clarifications:**
Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

**SS.7.G.2.2:** Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

**SS.7.G.2.3:** Describe current major cultural regions of North America.

**Clarifications:**
Examples are the South, Rust-belt, Silicon Valley.

**SS.7.G.3.1:** Use maps to describe the location, abundance, and variety of natural resources in North America.
<table>
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<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.7.G.4.1</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout North America.</td>
</tr>
<tr>
<td>SS.7.G.4.2</td>
<td>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.</td>
</tr>
<tr>
<td>SS.7.G.5.1</td>
<td>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.</td>
</tr>
<tr>
<td>SS.7.G.6.1</td>
<td>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</td>
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</tbody>
</table>

**Clarifications:**
- Examples are tri-county mangrove decimation, beach erosion.
- Examples are population density, changes in census data, and district reapportionment over time.

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways:**
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency:**
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others:**
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts:**
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
MA.K12.MTR.5.1:
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students evaluate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.
**Clarifications:**
K1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.
**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.
**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.
**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
### General Course Information and Notes

#### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Special Notes:**
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations


### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

### Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=439](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=439). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

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<td><strong>Section:</strong> Grades PreK to 12 Education</td>
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<td>Courses &gt; <strong>Subject:</strong></td>
<td>Social Studies &gt; <strong>SubSubject:</strong> Political Sciences</td>
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<td>M/J CIVICS</td>
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<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<td>Elementary Education (Grades K-6)</td>
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**Course Level:** 2  
**Course Status:** State Board Approved  
**Grade Level(s):** 6,7,8
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| SS.68.HE.1.1: | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
• Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
• Students will analyze how antisemitism led to and contributed to the Holocaust.  
• Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |
| SS.7.CG.1.1: | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.  
• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  
• Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).  
• Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  
• Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic. |
| SS.7.CG.1.2: | Trace the principles underlying America's founding ideas on law and government.  
• Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  
• Students will explain why religious liberty is a protected right. |
| SS.7.CG.1.3: | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.  
• Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). |
| SS.7.CG.1.4: | Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.  
• Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.  
• Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.  
• Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. |
| SS.7.CG.1.5: | Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
• Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
• Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. |
| SS.7.CG.1.6: | Analyze the ideas and grievances set forth in the Declaration of Independence.  
• Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).  
• Students will explain the concept of natural rights as expressed in the Declaration of Independence.  
• Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.  
• Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.  
• Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.  
• Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| SS.7.CG.1.7: | Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.  
• Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). |
| SS.7.CG.1.8: | Explain the purpose of the Preamble to the U.S. Constitution.  
• Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).  
• Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).  
• Students will recognize that the intention of the phrase "We the People" means that government depends on the people for its power and exists to serve them. |
| | Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law. |
SS.7.CG.1.9: Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

SS.7.CG.1.10: Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

SS.7.CG.1.11: Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

SS.7.CG.2.1: Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

SS.7.CG.2.2: Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.
- Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.
- Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.

SS.7.CG.2.3: Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

SS.7.CG.2.4: Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

SS.7.CG.2.5: Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
- Students will examine the significance of juries in the American legal system.
- Students will explain types of jury trials, how juries are selected and why jury trials are important.

SS.7.CG.2.6: Examine the election and voting process at the local, state and national levels.
- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

SS.7.CG.2.7: Identify the constitutional qualifications required to hold state and national office.
- Students will recognize the qualifications to seek election to local and state political offices.

SS.7.CG.2.8: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

SS.7.CG.2.9: Analyze media and political communications and identify examples of bias, symbolism and propaganda.
- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

SS.7.CG.2.10: Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- Students will identify the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address local or state problems.
- Students will analyze public policy alternatives to resolve local and state problems.

SS.7.CG.3.1: Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will identify different forms of government based on their political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
- Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.
SS.7.CG.3.2: Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- Students will apply their understanding of federal, confederal and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

SS.7.CG.3.3: Describe the structure and function of the three branches of government established in the U.S. Constitution.
- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

SS.7.CG.3.4: Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

SS.7.CG.3.5: Explain the amendment process outlined in Article V of the U.S. Constitution.
- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

SS.7.CG.3.6: Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

SS.7.CG.3.7: Explain the structure, functions and processes of the legislative branch of government.
- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators] and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast the lawmaking process at the local, state and national levels.

SS.7.CG.3.8: Explain the structure, functions and processes of the executive branch of government.
- Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).
- Students will compare and contrast executive authority at the local, state and national levels.
- Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

SS.7.CG.3.9: Explain the structure, functions and processes of the judicial branch of government.
- Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare the trial and appellate processes.

SS.7.CG.3.10: Identify sources and types of law.
- Students will explain how historical codes of law influenced the United States.
- Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- Students will compare civil, criminal, constitutional and/or military types of law.

SS.7.CG.3.11: Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

SS.7.CG.3.12: Compare the U.S. and Florida constitutions.
- Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- Students will compare the amendment process of the U.S. and Florida Constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

SS.7.CG.3.13: Explain government obligations to its citizens and the services provided at the local, state and national levels.
- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14: Explain the purpose and function of the Electoral College in electing the President of the United States.
- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

SS.7.CG.3.15: Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.
- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

SS.7.CG.4.1: Explain the relationship between U.S. foreign and domestic policy.
- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
- Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest.

Describe the United States' and citizen participation in international organizations.
SS.7.CG.4.2: Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).
Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

SS.7.CG.4.3: Describe examples of the United States’ actions and reactions in international conflicts.
Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.
Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.
Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

SS.7.G.1.1: Explain how the Principles of a market and mixed economy helped to develop the United States into a democratic nation.

SS.7.G.1.2: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

SS.7.G.1.3: Discuss the function of financial institutions in the development of a market economy.

SS.7.G.1.4: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

SS.7.G.1.5: Compare the national budget process to the personal budget process.

SS.7.G.1.6: Clarifications:
Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

SS.7.G.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.

SS.7.G.2.2: Describe the banking system in the United States and its impact on the money supply.

SS.7.G.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.

SS.7.G.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

SS.7.G.2.5: Clarifications:
Examples are the stock market, banks, credit unions.

SS.7.G.2.6: Explain how economic institutions impact the national economy.

SS.7.G.3.1: Explain how international trade requires a system for exchanging currency between and among nations.

SS.7.G.3.2: Assess how the changing value of currency affects trade of goods and services between nations.

SS.7.G.3.3: Compare and contrast a single resource economy with a diversified economy.

SS.7.G.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

SS.7.G.4.1: Locate the fifty states and their capital cities in addition to the nation’s capital on a map.

SS.7.G.4.2: Locate a world map the territories and protectorates of the United States of America.

SS.7.G.4.3: Clarifications:
Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

SS.7.G.4.4: Interpret maps to identify geopolitical divisions and boundaries of places in North America.

SS.7.G.4.5: Locate major cultural landmarks that are emblematic of the United States.

SS.7.G.4.6: Locate major physical landmarks that are emblematic of the United States.

SS.7.G.5.1: Clarifications:
Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

SS.7.G.5.2: Clarifications:
Examples are the South, Rust-belt, Silicon Valley.

SS.7.G.5.3: Clarifications:
Examples are the South, Rust-belt, Silicon Valley.

SS.7.G.5.4: Abolish the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

SS.7.G.5.5: Describe examples of the United States’ actions and reactions in international conflicts.

SS.7.G.5.6: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

SS.7.G.6.1: Clarifications:
Examples are population density, changes in census data, and district reapportionment over time.

Mathematicians who participate in effortful learning both individually and with others:
• Analyze the problem in a way that makes sense given the task.
• Ask questions that will help with solving the task.
• Build perseverance by modifying methods as needed while solving a challenging task.
• Stay engaged and maintain a positive mindset when working to solve tasks.
MA.K12.MTR.1.1:
Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:
Demonstrate understanding by representing problems in multiple ways.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Ma.K12.MTR.3.1:
Complete tasks with mathematical fluency.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Help students make connections between concepts and representations.
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
### General Course Information and Notes

**MA.K12.MTR.6.1:**
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
- Apply mathematics to real-world contexts.
- Mathematically who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SS.1:**
- English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.7.P.8.2:**
- Articulate a position on a health-related issue and support it with accurate health information.

**Clarifications:**
Bullying prevention, Internet safety, and nutritional choices.
Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

**GENERAL NOTES**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Special Notes:**
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**

A.V.E for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 2106010

**Course Path: Section:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 6 to 8 Education

**Courses > Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** M/J CIVICS

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval
## Educator Certifications

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Subject/Grade Levels</th>
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<tbody>
<tr>
<td>6,7,8</td>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
</tr>
<tr>
<td></td>
<td>Political Science (Grades 6-12)</td>
</tr>
<tr>
<td></td>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td></td>
<td>History (Grades 6-12)</td>
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<tr>
<td></td>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td></td>
<td>Elementary Education (Elementary Grades 1-6)</td>
</tr>
<tr>
<td></td>
<td>Elementary Education (Grades K-6)</td>
</tr>
</tbody>
</table>
M/J Civics (#2106015) 2015 - 2022 (current)

Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
</tr>
</tbody>
</table>

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.7.C.1.2: | Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. |

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.7.C.1.3: | Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. |

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.7.C.1.4: | Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. |

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.7.C.1.5: | Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. |

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.7.C.1.6: | Interpret the intentions of the Preamble of the Constitution. |

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.7.C.1.7: | Describe how the Constitution limits the powers of government through separation of powers and checks and balances. |

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.7.C.1.8: | Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. |

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.7.C.1.9: | Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. |

**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.2:</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.2:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.7.C.4:</td>
<td>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.5:</td>
<td>Distinguish how the Constitution safeguards and limits individual rights.</td>
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<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.6:</td>
<td>Simulate the trial process and the role of juries in the administration of justice.</td>
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<tr>
<td>SS.7.C.7:</td>
<td>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</td>
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<tr>
<td>Clarifications:</td>
<td>Identify America's current political parties, and illustrate their ideas about government.</td>
</tr>
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<td>SS.7.C.8:</td>
<td>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</td>
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<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.9:</td>
<td>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</td>
</tr>
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<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.10:</td>
<td>Analyze media and political communications (bias, symbolism, propaganda).</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.11:</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</td>
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<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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<td>SS.7.C.13:</td>
<td>Conduct a service project to further the public good.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>The project can be at the school, community, state, national, or international level.</td>
</tr>
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<td>SS.7.C.14:</td>
<td>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.15:</td>
<td>Compare parliamentary, federal, confederal, and unitary systems of government.</td>
</tr>
<tr>
<td>SS.7.C.3.2:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</td>
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<td>SS.7.C.3.3:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Identify the relationship and division of powers between the federal government and state governments.</td>
</tr>
<tr>
<td>SS.7.C.3.4:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Explain the Constitutional amendment process.</td>
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<tr>
<td>SS.7.C.3.5:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Evaluate Constitutional rights and their impact on individuals and society.</td>
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<td>SS.7.C.3.6:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</td>
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<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</td>
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<td>SS.7.C.3.8:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Illustrate the law making process at the local, state, and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.9:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Identify sources and types (civil, criminal, constitutional, military) of law.</td>
</tr>
<tr>
<td>SS.7.C.3.10:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Diagram the levels, functions, and powers of courts at the state and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.11:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</td>
</tr>
<tr>
<td>SS.7.C.3.12:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Compare the constitutions of the United States and Florida.</td>
</tr>
<tr>
<td>SS.7.C.3.13:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
Analyze the relationship between a primary and secondary source on the same topic.

**Clariﬁcations:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.14:**

Describe examples of how the United States has dealt with international conﬂicts.

**Clariﬁcations:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.3:**

Differentiate between local, state, and federal governments' obligations and services.

**Clariﬁcations:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.1:**

Differentiate concepts related to United States domestic and foreign policy.

**Clariﬁcations:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.2:**

Recognize government and citizen participation in international organizations.

**Clariﬁcations:**

**SS.7.C.4.3:**

Describe examples of how the United States has dealt with international conﬂicts.

**Clariﬁcations:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.3:**

Differentiate concepts related to United States domestic and foreign policy.
**LAFS.7.SL.1.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**LAFS.7.SL.1.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**LAFS.7.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**MAFS.6.SP.1.1:** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

**MAFS.6.SP.1.2:** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

**MAFS.6.SP.1.3:** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

**MAFS.K12.MP.1.1:** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

**MAFS.K12.MP.6.1:** Attend to precision.

**ELD.K12.ELL.SL.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

| **HE.7.P.8.2:** | Clarifications: Bullying prevention, Internet safety, and nutritional choices. |

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**General Course Information and Notes**

**GENERAL NOTES**
The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:
- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?
Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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**GENERAL INFORMATION**

**Course Number:** 2106015
**Course Path:** Grades PreK to 12 Education
**Courses > Grade Group:** Grades 6 to 8 Education
**Courses > Subject:** Social Studies
**Course Length:** Semester (S)
**Course Attributes:**
- Class Size Core Required
**Course Level:** 2

**Course Status:** Course Approved
**Grade Level(s):** 6,7,8

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** Educator Certifications**

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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<tbody>
<tr>
<td>Political Science (Grades 6-12)</td>
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<td>SS.7.C.1.1:</td>
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<tr>
<td>SS.7.C.2.1:</td>
</tr>
</tbody>
</table>
**SS.7.C.2.1:** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.2:** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.3:** Experience the responsibilities of citizens at the local, state, or federal levels.

**Clarifications:**
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

**SS.7.C.2.4:** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.5:** Distinguish how the Constitution safeguards and limits individual rights.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 40-41. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.6:** Simulate the trial process and the role of juries in the administration of justice.

**SS.7.C.2.7:** Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

**Clarifications:**
Identify America's current political parties, and illustrate their ideas about government.

**SS.7.C.2.8:** Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.9:** Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.10:** Analyze media and political communications (bias, symbolism, propaganda).

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.11:** Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.12:** Examine multiple perspectives on public and current issues.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.2.13:** Conduct a service project to further the public good.

**Clarifications:**
The project can be at the school, community, state, national, or international level.

**SS.7.C.2.14:** Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 51. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.3.1:** Compare parliamentary, federal, confederal, and unitary systems of government.

**Clarifications:**
Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<p>| SS.7.C.3.2: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. |
| SS.7.C.3.3: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Identify the relationship and division of powers between the federal government and state governments. |
| SS.7.C.3.4: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Explain the Constitutional amendment process. |
| SS.7.C.3.5: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Evaluate Constitutional rights and their impact on individuals and society. |
| SS.7.C.3.6: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. |
| SS.7.C.3.7: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. |
| SS.7.C.3.8: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Illustrate the law making process at the local, state, and federal levels. |
| SS.7.C.3.9: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Identify sources and types (civil, criminal, constitutional, military) of law. |
| SS.7.C.3.10: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Diagram the levels, functions, and powers of courts at the state and federal levels. |
| SS.7.C.3.11: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore. |
| SS.7.C.3.12: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Compare the constitutions of the United States and Florida. |
| SS.7.C.3.13: | <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | |</p>
<table>
<thead>
<tr>
<th><strong>SS.7.C.3.14:</strong></th>
<th>Differentiate between local, state, and federal governments’ obligations and services.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th><strong>SS.7.C.3.14:</strong></th>
<th>Differentiate concepts related to United States domestic and foreign policy.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<th><strong>SS.7.C.4.1:</strong></th>
<th>Recognize government and citizen participation in international organizations.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<th><strong>SS.7.C.4.3:</strong></th>
<th>Describe examples of how the United States has dealt with international conflicts.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</table>

| **MA.K12.MTR.1.1:** | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
|-------------------|-----------------------------------------------------------------------------------|
| **Clarifications:** | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. |
|-------------------|-----------------------------------------------------------------------------------|
| **Clarifications:** | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |

| **MA.K12.MTR.3.1:** | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations. |
|-------------------|-----------------------------------------------------------------------------------|
| **Clarifications:** | Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

| **MA.K12.MTR.3.2:** | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task. |

| **Clarifications:** | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task. |

*Additional resources may be found on the FLDOE Social Studies webpage.*
MA.K12.MTR.4.1:
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the
English language learners communicate for social and instructional purposes within the school setting. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Use appropriate voice and tone when speaking or writing.**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Articulate a position on a health-related issue and support it with accurate health information.**

**Clarifications:**
Bullying prevention, Internet safety, and nutritional choices.

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**General Course Information and Notes**

**GENERAL NOTES**

The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Special Notes:**
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations


**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

**Additional Instructional Resources:**
A.V.E for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html](http://www.fasa.net/4DCGI/cms/review.html)
GENERAL INFORMATION

Course Number: 2106015

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences

Abbreviated Title: M/J CIVICS
Course Length: Semester (S)
Course Attributes:
- Class Size Core Required
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>Political Science (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<td>Elementary Education (Grades K-6)</td>
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<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>History (Grades 6-12)</td>
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# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| SS.68.HE.1.1: | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
- Students will analyze how antisemitism led to and contributed to the Holocaust.  
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |
| SS.7.CG.1.1: | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.  
- Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  
- Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).  
- Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  
- Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic. |
| SS.7.CG.1.2: | Trace the principles underlying America's founding ideas on law and government.  
- Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  
- Students will explain why religious liberty is a protected right. |
| SS.7.CG.1.3: | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.  
- Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). |
| SS.7.CG.1.4: | Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.  
- Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.  
- Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.  
- Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. |
| SS.7.CG.1.5: | Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
- Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
- Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. |
| SS.7.CG.1.6: | Analyze the ideas and grievances set forth in the Declaration of Independence.  
- Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).  
- Students will explain the concept of natural rights as expressed in the Declaration of Independence.  
- Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.  
- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and institute new government.  
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.  
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| SS.7.CG.1.7: | Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.  
- Students will identify the weaknesses of the government under the Articles of Confederation (e.g., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). |
| SS.7.CG.1.8: | Explain the purpose of the Preamble to the U.S. Constitution.  
- Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).  
- Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).  
- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them. |
| | Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law. |
SS.7.CG.1.9:
- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

SS.7.CG.1.10:
- Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

SS.7.CG.1.11:
- Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

SS.7.CG.2.1:
- Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

SS.7.CG.2.2:
- Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

SS.7.CG.2.3:
- Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

SS.7.CG.2.4:
- Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

SS.7.CG.2.5:
- Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
- Students will examine the significance of juries in the American legal system.
- Students will explain types of jury trials, how juries are selected and why jury trials are important.

SS.7.CG.2.6:
- Examine the election and voting process at the local, state and national levels.
- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

SS.7.CG.2.7:
- Identify the constitutional qualifications required to hold state and national office.
- Students will recognize the qualifications to seek election to local and state political offices.

SS.7.CG.2.8:
- Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

SS.7.CG.2.9:
- Analyze media and political communications and identify examples of bias, symbolism and propaganda.
- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

SS.7.CG.2.10:
- Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- Students will identify the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address local or state problems.
- Students will analyze public policy alternatives to resolve local and state problems.

SS.7.CG.3.1:
- Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will identify different forms of government based on their political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
- Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.
SS.7.CG.3.2: Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- Students will apply their understanding of federal, confederal and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

SS.7.CG.3.3: Describe the structure and function of the three branches of government established in the U.S. Constitution.
- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

SS.7.CG.3.4: Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

SS.7.CG.3.5: Explain the amendment process outlined in Article V of the U.S. Constitution.
- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

SS.7.CG.3.6: Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

SS.7.CG.3.7: Explain the structure, functions and processes of the legislative branch of government.
- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- Students will compare local, state and national lawmakers (e.g., city/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast the lawmaking process at the local, state and national levels.

SS.7.CG.3.8: Explain the structure, functions and processes of the executive branch of government.
- Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).
- Students will compare and contract executive authority at the local, state and national levels.
- Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

SS.7.CG.3.9: Explain the structure, function and processes of the judicial branch of government.
- Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare the trial and appellate processes.

SS.7.CG.3.10: Identify sources and types of law.
- Students will explain how historical codes of law influenced the United States.
- Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- Students will compare civil, criminal, constitutional and/or military types of law.

SS.7.CG.3.11: Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

SS.7.CG.3.12: Compare the U.S. and Florida constitutions.
- Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- Students will compare the amendment process of the U.S. and Florida Constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

SS.7.CG.3.13: Explain government obligations to its citizens and the services provided at the local, state and national levels.
- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14: Explain the purpose and function of the Electoral College in electing the President of the United States.
- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

SS.7.CG.3.15: Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.
- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

SS.7.CG.4.1: Explain the relationship between U.S. foreign and domestic policy.
- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
- Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest.

Describe the United States' and citizen participation in international organizations.
### SS.7.CG.4.2:
- Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).
- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

### SS.7.CG.4.3:
Describe examples of the United States’ actions and reactions in international conflicts.
- Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.
- Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.
- Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.1.1:
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.2.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
### MA.K12.MTR.5.1:
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Connect mathematical concepts to everyday experiences.
- Use benchmark quantities to determine if a solution makes sense.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.7.P.B.2: Articulate a position on a health-related issue and support it with accurate health information.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

Civic education is essential in the development of informed citizens who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

GENERAL NOTES

The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

Special Notes:
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/elid/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?
Action=CM5_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
GENERAL INFORMATION

Course Number: 2106015

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: Political Sciences

Abbreviated Title: M/J CIVICS

Course Length: Semester (S)

Course Attributes:
- Class Size Core Required

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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<tbody>
<tr>
<td>Political Science (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>History (Grades 6-12)</td>
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</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
</tr>
<tr>
<td>SS.7.C.1.2</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.</td>
</tr>
<tr>
<td>SS.7.C.1.3</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
</tr>
<tr>
<td>SS.7.C.1.4</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
</tr>
<tr>
<td>SS.7.C.1.5</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
</tr>
<tr>
<td>SS.7.C.1.6</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
</tr>
<tr>
<td>SS.7.C.1.7</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
</tr>
<tr>
<td>SS.7.C.1.8</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.7.C.1.9</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
</tr>
<tr>
<td>SS.7.C.2.1.1</td>
<td>Define the term &quot;citizen,&quot; and identify legal means of becoming a United States citizen.</td>
</tr>
</tbody>
</table>

**Clarifications:**

- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.2.2:</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels. Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.7.C.2.4:</td>
<td>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.5:</td>
<td>Distinguish how the Constitution safeguards and limits individual rights. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.6:</td>
<td>Simulate the trial process and the role of juries in the administration of justice.</td>
</tr>
<tr>
<td>SS.7.C.2.7:</td>
<td>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Identify America's current political parties, and illustrate their ideas about government.</td>
</tr>
<tr>
<td>SS.7.C.2.8:</td>
<td>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.9:</td>
<td>Examine the impact of media, individuals, and interest groups on monitoring and influencing government. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.10:</td>
<td>Analyze media and political communications (bias, symbolism, propaganda). This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.11:</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.12:</td>
<td>Examine multiple perspectives on public and current issues. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.13:</td>
<td>Conduct a service project to further the public good. The project can be at the school, community, state, national, or international level.</td>
</tr>
<tr>
<td>SS.7.C.2.14:</td>
<td>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.1:</td>
<td>Compare parliamentary, federal, confederal, and unitary systems of government. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 51. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.2:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.3:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.4:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.5:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.6:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.7:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.8:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.9:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.10:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.11:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.12:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
| SS.7.C.3.13: | **Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | }
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS.7.C.3.14:</strong></td>
<td>Differentiate between local, state, and federal governments' obligations and services.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>SS.7.C.4.1:</strong></td>
<td>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</td>
</tr>
<tr>
<td><strong>SS.7.C.4.2:</strong></td>
<td>Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>SS.7.C.4.3:</strong></td>
<td>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>SS.7.E.1.1:</strong></td>
<td>Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.</td>
</tr>
<tr>
<td><strong>SS.7.E.1.2:</strong></td>
<td>Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.</td>
</tr>
<tr>
<td><strong>SS.7.E.1.3:</strong></td>
<td>Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</td>
</tr>
<tr>
<td><strong>SS.7.E.1.4:</strong></td>
<td>Discuss the function of financial institutions in the development of a market economy.</td>
</tr>
<tr>
<td><strong>SS.7.E.1.5:</strong></td>
<td>Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</td>
</tr>
<tr>
<td><strong>SS.7.E.1.6:</strong></td>
<td>Compare the national budget process to the personal budget process.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</td>
</tr>
<tr>
<td><strong>SS.7.E.2.1:</strong></td>
<td>Explain how federal, state, and local taxes support the economy as a function of the United States government.</td>
</tr>
<tr>
<td><strong>SS.7.E.2.2:</strong></td>
<td>Describe the banking system in the United States and its impact on the money supply.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are the Federal Reserve System and privately owned banks.</td>
</tr>
<tr>
<td><strong>SS.7.E.2.3:</strong></td>
<td>Identify and describe United States laws and regulations adopted to promote economic competition.</td>
</tr>
<tr>
<td><strong>SS.7.E.2.4:</strong></td>
<td>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</td>
</tr>
<tr>
<td><strong>SS.7.E.2.5:</strong></td>
<td>Explain how economic institutions impact the national economy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are the stock market, banks, credit unions.</td>
</tr>
<tr>
<td><strong>SS.7.E.3.1:</strong></td>
<td>Explain how international trade requires a system for exchanging currency between and among nations.</td>
</tr>
<tr>
<td><strong>SS.7.E.3.2:</strong></td>
<td>Assess how the changing value of currency affects trade of goods and services between nations.</td>
</tr>
<tr>
<td><strong>SS.7.E.3.3:</strong></td>
<td>Compare and contrast a single resource economy with a diversified economy.</td>
</tr>
<tr>
<td><strong>SS.7.E.3.4:</strong></td>
<td>Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.</td>
</tr>
<tr>
<td><strong>SS.7.G.1.1:</strong></td>
<td>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</td>
</tr>
<tr>
<td><strong>SS.7.G.1.2:</strong></td>
<td>Describe examples of how the United States has dealt with international conflicts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</td>
</tr>
<tr>
<td><strong>SS.7.G.1.3:</strong></td>
<td>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</td>
</tr>
<tr>
<td><strong>SS.7.G.2.1:</strong></td>
<td>Locate major cultural landmarks that are emblematic of the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</td>
</tr>
<tr>
<td><strong>SS.7.G.2.2:</strong></td>
<td>Locate major physical landmarks that are emblematic of the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</td>
</tr>
<tr>
<td><strong>SS.7.G.2.3:</strong></td>
<td>Describe current major cultural regions of North America.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are the South, Rust-belt, Silicon Valley.</td>
</tr>
<tr>
<td><strong>SS.7.G.2.4:</strong></td>
<td>Use maps to describe the location, abundance, and variety of natural resources in North America.</td>
</tr>
</tbody>
</table>
SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.

SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

SS.7.G.4.3: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

SS.7.G.4.4: Clarifications:
Examples are tri-county mangrove decimation, beach erosion.

SS.7.G.4.5: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

SS.7.G.6.1: Clarifications:
Examples are population density, changes in census data, and district reapportionment over time.

LAFS.68.WHST.3.9: Write arguments focused on discipline-specific content.

SS.7.G.5.1: a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

SS.7.G.5.2: b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

SS.7.G.5.3: c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

SS.7.G.5.4: d. Establish and maintain a formal style.

SS.7.G.5.5: e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.1: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SS.7.G.6.2: a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SS.7.G.6.3: b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SS.7.G.6.4: c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SS.7.G.6.5: d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SS.7.G.6.6: e. Establish and maintain a formal style and objective tone.

SS.7.G.6.7: f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.68.WHST.3.7: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.68.RH.2.4: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.68.RH.3.8: Draw evidence from informational texts to support analysis reflection, and research.

LAFS.68.RH.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.68.RH.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

LAFS.68.RH.2.6: a. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LAFS.68.RH.1.2: b. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to reflect on ideas under discussion.

LAFS.68.RH.1.3: c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

LAFS.68.RH.1.4: d. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.68.RH.2.1: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

LAFS.68.RH.3.1: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.68.RH.4.2: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

MAFS.6.SP.1.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

MAFS.6.SP.1.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

MAFS.6.SP.1.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

MAFS.6.SP.1.4: Use measures of center and measures of variation for a numerical data set to describe its shape and center.

MAFS.6.SP.1.5: Recognize that a data distribution may not have a uniform shape.

MAFS.6.SP.1.6: Use measures of center (median, mean) and measures of variation (range, interquartile range) for a numerical data set to describe its shape and center.

MAFS.6.SP.1.7: Represent a set of data with a dot plot, histogram, or box plot.

MAFS.6.SP.1.8: Use data from a sample survey to draw generalizations about a population.

MAFS.6.SP.1.9: Draw informal comparative inferences about two populations.

MAFS.6.SP.1.10: Recognize that a data distribution may not have a uniform shape.

MAFS.6.SP.1.11: Use measures of center and measures of variation for a numerical data set to describe its shape and center.

MAFS.6.SP.1.12: Use informal comparative inferences about two populations.

MAFS.6.SP.1.13: Recognize that a data distribution may not have a uniform shape.

MAFS.6.SP.1.14: Use measures of center and measures of variation for a numerical data set to describe its shape and center.

MAFS.6.SP.1.15: Use informal comparative inferences about two populations.
| MAFS.K12.MP.1.1: | Make sense of problems and persevere in solving them. | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get additional information. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| MAFS.K12.MP.3.1: | Construct viable arguments and critique the reasoning of others. | Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument— explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |
| MAFS.K12.MP.5.1: | Use appropriate tools strategically. | Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategizing estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. |
| MAFS.K12.MP.6.1: | Attend to precision. | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| ELD.K12.ELL.SS.1: | English language learners communicate for social and instructional purposes within the school setting. |
| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |
| HE.7.P.8.2: | Clarifications: Bullying prevention, Internet safety, and nutritional choices. |

**General Course Information and Notes**

**GENERAL NOTES**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Mathematics Benchmark Guidance** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Career and Education Planning** – Per section 1003.4285, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml](http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml).

**Career and Education Planning Course Standards** – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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**GENERAL INFORMATION**

**Course Number:** 2106016

**Course Path:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 6 to 8 Education

**Courses > Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** M/J CIVICS & CAR PL

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
<tr>
<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2:</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.3:</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4:</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5:</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6:</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7:</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8:</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9:</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2:</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</td>
</tr>
<tr>
<td>SS.7.C.2.2:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.7.C.2.4:</td>
<td>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</td>
</tr>
<tr>
<td>SS.7.C.2.5:</td>
<td>Distinguish how the Constitution safeguards and limits individual rights.</td>
</tr>
<tr>
<td>SS.7.C.2.6:</td>
<td>Simulate the trial process and the role of jurors in the administration of justice.</td>
</tr>
<tr>
<td>SS.7.C.2.7:</td>
<td>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</td>
</tr>
<tr>
<td>SS.7.C.2.8:</td>
<td>Identify America’s current political parties, and illustrate their ideas about government.</td>
</tr>
<tr>
<td>SS.7.C.2.9:</td>
<td>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</td>
</tr>
<tr>
<td>SS.7.C.2.10:</td>
<td>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</td>
</tr>
<tr>
<td>SS.7.C.2.11:</td>
<td>Analyze media and political communications (bias, symbolism, propaganda).</td>
</tr>
<tr>
<td>SS.7.C.2.12:</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</td>
</tr>
<tr>
<td>SS.7.C.2.14:</td>
<td>Conduct a service project to further the public good.</td>
</tr>
<tr>
<td>SS.7.C.3.1:</td>
<td>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</td>
</tr>
<tr>
<td>SS.7.C.3.2:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 40-41. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.2.3:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 42-43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.2.4:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.2.5:</td>
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<td>SS.7.C.3.2.6:</td>
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<td>SS.7.C.3.2.7:</td>
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<td>SS.7.C.3.2:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.3:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.4:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.5:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.6:</td>
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<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.8:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.9:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.10:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.11:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.12:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.3.13:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
**Differentiate between local, state, and federal governments’ obligations and services.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Differentiate concepts related to United States domestic and foreign policy.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Recognize government and citizen participation in international organizations.**

**Clarifications:**

**Describe examples of how the United States has dealt with international conflicts.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Compare and contrast the standard of living in various countries today.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Interpret maps to identify geopolitical divisions and boundaries of places in North America.**

**Clarifications:**
Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**Locate on a world map the territories and protectorates of the United States of America.**

**Clarifications:**

**Describe the banking system in the United States and its impact on the money supply.**

**Clarifications:**
Examples are the Federal Reserve System and privately owned banks.

**Recognize government and citizen participation in international organizations.**

**Clarifications:**

**Differentiate between local, state, and federal governments’ obligations and services.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Differentiate concepts related to United States domestic and foreign policy.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Locate the fifty states and their capital cities in addition to the nation’s capital on a map.**

**Clarifications:**
Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

**Locate major cultural landmarks that are emblematic of the United States.**

**Clarifications:**
Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**Specify major physical landmarks that are emblematic of the United States.**

**Clarifications:**
Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

**Interpret maps to identify geopolitical divisions and boundaries of places in North America.**

**Clarifications:**

**Locate major cultural landmarks that are emblematic of the United States.**

**Clarifications:**
Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

**Locate major physical landmarks that are emblematic of the United States.**

**Clarifications:**
Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

**Describe current major cultural regions of North America.**

**Clarifications:**
Examples are the South, Rust-belt, Silicon Valley.

**Use maps to describe the location, abundance, and variety of natural resources in North America.**

**Clarifications:**
Examples are the stock market, banks, credit unions.

**Locate major cultural landmarks that are emblematic of the United States.**

**Clarifications:**
Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**Specify major physical landmarks that are emblematic of the United States.**

**Clarifications:**
Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

**Interpret maps to identify geopolitical divisions and boundaries of places in North America.**

**Clarifications:**
| SS.7.G.4.1 | Use geographic terms and tools to explain cultural diffusion throughout North America. |
| SS.7.G.4.2 | Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States. |
| SS.7.G.5.1 | **Clarifications:** Examples are tri-county mangrove decimation, beach erosion. |
| SS.7.G.6.1 | **Clarifications:** Examples are population density, changes in census data, and district reapportionment over time. |

**MA.K12.MTR.1.1:** Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.2.1:** Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

**MA.K12.MTR.3.1:** Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**MA.K12.MTR.4.1:** Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**Clarifications:**
- Use patterns and structure to help understand and connect mathematical concepts.
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
### MA.K12.MTR.5.1:
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.5.1:
- Assess the reasonableness of solutions.

**Mathematicians who assess the reasonableness of solutions:**
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.6.1:
- Apply mathematics to real-world contexts.

**Mathematicians who apply mathematics to real-world contexts:**
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### MA.K12.MTR.7.1:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.1.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.2.1:
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.3.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.4.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
General Course Information and Notes

GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml

Career and Education Planning Course Standards - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.naep.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CM5_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106016
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: M/J CIVICS & CAR PL
Course Length: Year (Y)
Course Attributes:
  • Class Size Core Required
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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<tr>
<td>Political Science (Grades 6-12)</td>
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<td>Social Science (Grades 5-9)</td>
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<td>Social Science (Grades 6-12)</td>
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<td>History (Grades 6-12)</td>
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<td>Name</td>
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</table>
| SS.68.HE.1.1:               | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
- Students will analyze how antisemitism led to and contributed to the Holocaust.  
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |
| SS.7.CG.1.1:               | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.  
- Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  
- Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).  
- Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  
- Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic. |
| SS.7.CG.1.2:               | Trace the principles underlying America's founding ideas on law and government.  
- Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  
- Students will explain why religious liberty is a protected right. |
| SS.7.CG.1.3:               | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.  
- Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). |
| SS.7.CG.1.4:               | Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.  
- Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.  
- Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.  
- Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. |
| SS.7.CG.1.5:               | Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
- Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
- Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. |
| SS.7.CG.1.6:               | Analyze the ideas and grievances set forth in the Declaration of Independence.  
- Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).  
- Students will explain the concept of natural rights as expressed in the Declaration of Independence.  
- Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.  
- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.  
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.  
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| SS.7.CG.1.7:               | Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.  
- Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). |
| SS.7.CG.1.8:               | Explain the purpose of the Preamble to the U.S. Constitution.  
- Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).  
- Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).  
- Students will recognize that the intention of the phrase "We the People" means that government depends on the people for its power and exists to serve them. |
|                        | Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law. |
- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

- Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
- Explain the origins of the Republican and Democratic political parties and evaluate their impact on society.
- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will identify methods used by interest groups to monitor and influence government.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.
- Students will recognize the qualifications to seek election to local and state political offices.
- Students will use scenarios to assess specific obligations of citizens.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.
- Students will identify the appropriate level of government to resolve specific problems.
- Students will recognize the role of the judicial branch of government in protecting individual rights and freedoms.
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.
- Students will explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize the rights that are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will examine the trial process and the role of juries in the administration of justice at the state and federal levels.
- Students will examine the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will examine the election and voting process at the local, state and national levels.
- Students will examine the impact of the naturalization process on society, government and the political process.
- Students will recognize the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.
- Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.
- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.
- Students will analyze media and political communications and identify examples of bias, symbolism and propaganda.
- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.
- Students will explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will examine the trial process and the role of juries in the administration of justice at the state and federal levels.
### SS.7.CG.3.2:
Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- Students will apply their understanding of federal, confederal and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

### SS.7.CG.3.3:
Describe the structure and function of the three branches of government established in the U.S. Constitution.
- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

### SS.7.CG.3.4:
Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

### SS.7.CG.3.5:
Explain the amendment process outlined in Article V of the U.S. Constitution.
- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

### SS.7.CG.3.6:
Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

### SS.7.CG.3.7:
Explain the structure, functions and processes of the legislative branch of government.
- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators] and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast executive authority at the local, state and national levels.

### SS.7.CG.3.8:
Explain the structure, functions and processes of the executive branch of government.
- Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).
- Students will compare executive authority at the local, state and national levels.
- Students will examine the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

### SS.7.CG.3.9:
Explain the structure, function and processes of the judicial branch of government.
- Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare the trial and appellate processes.

### SS.7.CG.3.10:
Identify sources and types of law.
- Students will explain how historical codes of law influenced the United States.
- Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- Students will compare civil, criminal, constitutional and/or military types of law.

### SS.7.CG.3.11:
Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

### SS.7.CG.3.12:
Compare the U.S. and Florida constitutions.
- Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- Students will compare the amendment process of the U.S. and Florida Constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

### SS.7.CG.3.13:
Explain government obligations to its citizens and the services provided at the local, state and national levels.
- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

### SS.7.CG.3.14:
Explain the purpose and function of the Electoral College in electing the President of the United States.
- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

### SS.7.CG.3.15:
Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.
- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

### SS.7.CG.4.1:
Explain the relationship between U.S. foreign and domestic policy.
- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
- Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest.

Describe the United States' and citizen participation in international organizations.
Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

Compare and contrast the standard of living in various countries today.

Discuss the importance of borrowing and lending in the United States.

Compare and contrast a single resource economy with a diversified economy.

Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Locate the fifty states and their capital cities in addition to the nation’s capital on a map.

Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

Assess how the changing value of currency affects trade of goods and services between nations.

Use geographic terms and tools to explain cultural diffusion throughout North America.

Explain how major physical characteristics, natural resources, climate, andavings and disadvantages of U.S. membership in international organizations.

Describe examples of the United States’ actions and reactions in international conflicts.

Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.

Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.

Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).

Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
### MA.K12.MTR.1.1:
Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
### General Course Information and Notes

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
<th>Verify possible solutions by explaining the methods used.</th>
<th>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</th>
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</thead>
<tbody>
<tr>
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<td>Evaluate results based on the given context.</td>
<td>• Have students estimate or predict solutions prior to solving.</td>
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<td>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
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<td>• Reinforce that students check their work as they progress within and after a task.</td>
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<td>• Strengthen students’ ability to verify solutions through justifications.</td>
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<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
<th>Apply mathematics to real-world contexts.</th>
<th>Mathematics who apply mathematics to real-world contexts:</th>
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<tbody>
<tr>
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<td>• Connect mathematical concepts to everyday experiences.</td>
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<tr>
<td></td>
<td></td>
<td>• Use models and methods to understand, represent and solve problems.</td>
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<tr>
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<td>• Perform investigations to gather data or determine if a method is appropriate.</td>
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<td>• Redesign models and methods to improve accuracy or efficiency.</td>
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</table>

| Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: |
| • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. |
| • Challenge students to question the accuracy of their models and methods. |
| • Support students as they validate conclusions by comparing them to the given situation. |
| • Indicate how various concepts can be applied to other disciplines. |

<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
<th>Cite evidence to explain and justify reasoning.</th>
<th>Clarifications:</th>
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<tr>
<td></td>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
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<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
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<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
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<tr>
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<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
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<tr>
<td></td>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
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</table>

|-----------------|------------------------------------------------------------|--------------------------------------------------|

| ELA.K12.EE.3.1: | Make inferences to support comprehension. | Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |

| ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. | Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |

| ELA.K12.EE.5.1: | Use the accepted rules governing a specific format to create quality work. | Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |

| ELA.K12.EE.6.1: | Use appropriate voice and tone when speaking or writing. | Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |

<table>
<thead>
<tr>
<th>ELD.K12.ELL.SS.1:</th>
<th>English language learners communicate for social and instructional purposes within the school setting.</th>
</tr>
</thead>
</table>

| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

| HE.7.P.8.2: | Articulate a position on a health-related issue and support it with accurate health information. | Clarifications: Bullying prevention, Internet safety, and nutritional choices. |

<table>
<thead>
<tr>
<th>HE.7.P.8.2:</th>
<th>Clarifications:</th>
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</thead>
</table>
Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

**GENERAL NOTES**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

**Career and Education Planning Course Standards** - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.naeb.org/publications/frameworks/civicsframework.pdf

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
GENERAL INFORMATION

Course Number: 2106016
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: M/J CIVICS & CAR PL
Course Length: Year (Y)
Course Attributes:
  - Class Size Core Required
Course Level: 2

Course Status: Draft - CoursePending Approval
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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<tbody>
<tr>
<td>Political Science (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
</tr>
<tr>
<td>History (Grades 6-12)</td>
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</tbody>
</table>

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2:</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.3:</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4:</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5:</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6:</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7:</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8:</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9:</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.1:</td>
<td>Define the term &quot;citizen,&quot; and identify legal means of becoming a United States citizen.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.2:</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels. <strong>Clariﬁcations:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government ofﬁcials, informing others about current issues, participating in a political campaign/mock election.</td>
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<tr>
<td>SS.7.C.2.4:</td>
<td>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.5:</td>
<td>Distinguish how the Constitution safeguards and limits individual rights. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.6:</td>
<td>Simulate the trial process and the role of juries in the administration of justice.</td>
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<tr>
<td>SS.7.C.2.7:</td>
<td>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Identify America's current political parties, and illustrate their ideas about government. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.8:</td>
<td>Evaluate candidates for political ofﬁce by analyzing their qualiﬁcations, experience, issue-based platforms, debates, and political ads. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.9:</td>
<td>Examine the impact of media, individuals, and interest groups on monitoring and inﬂuencing government. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 43-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.10:</td>
<td>Analyze media and political communications (bias, symbolism, propaganda). <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.11:</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.12:</td>
<td>Examine multiple perspectives on public and current issues. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.2.13:</td>
<td>Conduct a service project to further the public good. <strong>Clariﬁcations:</strong> The project can be at the school, community, state, national, or international level.</td>
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<tr>
<td>SS.7.C.2.14:</td>
<td>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.1:</td>
<td>Compare parliamentary, federal, confederal, and unitary systems of government. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.2:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.</td>
</tr>
<tr>
<td>SS.7.C.3.3:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Identify the relationship and division of powers between the federal government and state governments.</td>
</tr>
<tr>
<td>SS.7.C.3.4:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Explain the Constitutional amendment process.</td>
</tr>
<tr>
<td>SS.7.C.3.5:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Evaluate Constitutional rights and their impact on individuals and society.</td>
</tr>
<tr>
<td>SS.7.C.3.6:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</td>
</tr>
<tr>
<td>SS.7.C.3.7:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</td>
</tr>
<tr>
<td>SS.7.C.3.8:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Illustrate the law making process at the local, state, and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.9:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Identify sources and types (civil, criminal, constitutional, military) of law.</td>
</tr>
<tr>
<td>SS.7.C.3.10:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Diagram the levels, functions, and powers of courts at the state and federal levels.</td>
</tr>
<tr>
<td>SS.7.C.3.11:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</td>
</tr>
<tr>
<td>SS.7.C.3.12:</td>
<td>Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Compare the constitutions of the United States and Florida.</td>
</tr>
</tbody>
</table>
| SS.7.C.3.13: | Clarrifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | }
**SS.7.C.3.14:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

**Clariﬁcations:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.1:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Clariﬁcations:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.2:** Explain how international trade requires a system for exchanging currency between and among nations.

**Clariﬁcations:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.4.3:** Describe examples of how the United States has dealt with international conﬂicts.

**Clariﬁcations:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.E.1.1:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Clariﬁcations:**

Discuss the importance of borrowing and lending in the United States, the government’s role in controlling financial institutions, and list the advantages and disadvantages of using credit.

**SS.7.E.1.2:** Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

**SS.7.E.1.3:** Discuss the function of financial institutions in the development of a market economy.

**SS.7.E.1.4:** Assess how proﬁts, incentives, and competition motivate individuals, households, and businesses in a free market economy.

**SS.7.E.1.5:** Compare the national budget process to the personal budget process.

**Clariﬁcations:**

Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

**SS.7.E.2.1:** Explain how federal, state, and local taxes support the economy as a function of the United States government.

**Clariﬁcations:**

Describe the banking system in the United States and its impact on the money supply.

**SS.7.E.2.2:** Identify and describe United States laws and regulations adopted to promote economic competition.

**SS.7.E.2.3:** Differentiate between local, state, and federal governments’ obligations and services.

**SS.7.E.2.4:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a proﬁt.

**SS.7.E.2.5:** Explain how economic institutions impact the national economy.

**Clariﬁcations:**

Examples are the stock market, banks, credit unions.

**SS.7.E.3.1:** Explain how international trade requires a system for exchanging currency between and among nations.

**Clariﬁcations:**

Examples are the Federal Reserve System and privately owned banks.

**SS.7.E.3.2:** Assess how the changing value of currency affects trade of goods and services between nations.

**SS.7.E.3.3:** Compare and contrast a single resource economy with a diversiﬁed economy.

**SS.7.E.3.4:** Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**SS.7.G.1.1:** Describe examples of how the United States has dealt with international conﬂicts.

**Clariﬁcations:**


**SS.7.G.1.2:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Clariﬁcations:**

Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**SS.7.G.1.3:** Identify and describe United States laws and regulations adopted to promote economic competition.

**SS.7.G.1.4:** Differentiate between local, state, and federal governments’ obligations and services.

**SS.7.G.1.5:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a proﬁt.

**SS.7.G.1.6:** Explain how economic institutions impact the national economy.

**Clariﬁcations:**

Examples are the stock market, banks, credit unions.

**SS.7.G.2.1:** Locate major physical landmarks that are emblematic of the United States.

**Clariﬁcations:**

Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

**SS.7.G.2.2:** Describe current major cultural regions of North America.

**Clariﬁcations:**

Examples are the South, Rust-belt, Silicon Valley.

**SS.7.G.2.3:** Use maps to describe the location, abundance, and variety of natural resources in North America.

**SS.7.G.3.1:** Identify and describe United States laws and regulations adopted to promote economic competition.

**Clariﬁcations:**

Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**SS.7.G.3.2:** Differentiate between local, state, and federal governments’ obligations and services.

**SS.7.G.3.3:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a proﬁt.

**SS.7.G.3.4:** Explain how economic institutions impact the national economy.

**Clariﬁcations:**

Examples are the Federal Reserve System and privately owned banks.

**SS.7.G.3.5:** Describe examples of how the United States has dealt with international conﬂicts.

**Clariﬁcations:**


**SS.7.G.3.6:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Clariﬁcations:**

Examples are the South, Rust-belt, Silicon Valley.

**SS.7.G.3.7:** Identify and describe United States laws and regulations adopted to promote economic competition.

**SS.7.G.3.8:** Differentiate between local, state, and federal governments’ obligations and services.

**SS.7.G.3.9:** Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a proﬁt.

**SS.7.G.3.10:** Explain how economic institutions impact the national economy.

**Clariﬁcations:**

Examples are the Federal Reserve System and privately owned banks.

**SS.7.G.3.11:** Describe examples of how the United States has dealt with international conﬂicts.

**Clariﬁcations:**


**SS.7.G.3.12:** Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Clariﬁcations:**

Examples are the Federal Reserve System and privately owned banks.

**SS.7.G.3.13:** Identify and describe United States laws and regulations adopted to promote economic competition.

**SS.7.G.3.14:** Differentiate between local, state, and federal governments’ obligations and services.

**Clariﬁcations:**

Examples are the stock market, banks, credit unions.

**SS.7.G.3.15:** Explain how international trade requires a system for exchanging currency between and among nations.

**Clariﬁcations:**

Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**SS.7.G.3.16:** Interpret maps to identify geopolitical divisions and boundaries of places in North America.

**Clariﬁcations:**

Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.
SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.

SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

SS.7.G.5.1: **Clarifications:**
Examples are tri-county mangrove decimation, beach erosion.

SS.7.G.6.1: **Clarifications:**
Examples are population density, changes in census data, and district reapportionment over time.

LAFS.68.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.68.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.WHST.1.1: Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.68.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

LAFS.7.SL.1.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

MAFS.6.SP.1.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

Standard Relation to Course: Supporting

MAFS.6.SP.1.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

Standard Relation to Course: Supporting

MAFS.6.SP.1.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about which tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Clarifications:
Bullying prevention, Internet safety, and nutritional choices.

GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes: Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

**Course Number:** 2106020

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences

**Abbreviated Title:** M/J CIVICS ADV

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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<td>Political Science (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<td>Elementary Education (Grades K-6)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.7.C.1.1</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.3</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6</td>
<td>Interpret the intentions of the Preamble of the Constitution. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.1</td>
<td>Define the term “citizen,” and identify legal means of becoming a United States citizen. &lt;br&gt;<strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Benchmark</td>
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<tr>
<td>SS.7.C.2.2</td>
<td>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.3</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels. <strong>Clarifications:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.7.C.2.4</td>
<td>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.5</td>
<td>Distinguish how the Constitution safeguards and limits individual rights. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.6</td>
<td>Simulate the trial process and the role of juries in the administration of justice.</td>
</tr>
<tr>
<td>SS.7.C.2.7</td>
<td>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Identify America's current political parties, and illustrate their ideas about government. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.8</td>
<td>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.9</td>
<td>Examine the impact of media, individuals, and interest groups on monitoring and influencing government. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.10</td>
<td>Analyze media and political communications (bias, symbolism, propaganda). <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.11</td>
<td>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.12</td>
<td>Examine multiple perspectives on public and current issues. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.2.13</td>
<td>Conduct a service project to further the public good. <strong>Clarifications:</strong> The project can be at the school, community, state, national, or international level.</td>
</tr>
<tr>
<td>SS.7.C.2.14</td>
<td>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.1</td>
<td>Compare parliamentary, federal, confederal, and unitary systems of government. <strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Benchmark</td>
<td>Clarifications</td>
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<td>SS.7.C.3.2:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.3:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.4:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.5:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.6:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.7:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.8:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.9:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.10:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.11:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.12:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.13:</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.3.14:</td>
<td>Differentiate between local, state, and federal governments' obligations and services.</td>
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<td><strong>Clari fica tions:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<th>SS.7.C.4.1:</th>
<th>Recognize government and citizen participation in international organizations.</th>
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</thead>
<tbody>
<tr>
<td><strong>Clari fica tions:</strong></td>
<td>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</td>
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<tr>
<th>SS.7.C.4.2:</th>
<th>Describe examples of how the United States has dealt with international conflicts.</th>
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<tr>
<td><strong>Clari fica tions:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<th>SS.7.C.4.3:</th>
<th>Describe current major cultural regions of North America.</th>
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<tr>
<td><strong>Clari fica tions:</strong></td>
<td>Examples are the South, Rust-belt, Silicon Valley.</td>
</tr>
</tbody>
</table>
Use geographic terms and tools to explain cultural diffusion throughout North America.

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Examples are tri-county mangrove decimation, beach erosion.

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

Examples are population density, changes in census data, and district reapportionment over time.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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MA.K12.MTR.6.1:

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

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MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

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ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

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ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
General Course Information and Notes

GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106020
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: M/J CIVICS ADV
Course Length: Year (Y)
Course Attributes:
**Educator Certifications**

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>Political Science (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<td>Elementary Education (Grades K-6)</td>
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- **Course Status:** State Board Approved
- **Grade Level(s):** 6, 7, 8
- **Course Level:** 3
- **Class Size Core Required**
### Course Standards

<table>
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<th>Name</th>
<th>Description</th>
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| SS.7.C.1.1 | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.  
- Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  
- Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).  
- Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  
- Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic. |
| SS.7.C.1.2 | Trace the principles underlying America's founding ideas on law and government.  
- Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  
- Students will explain why religious liberty is a protected right. |
| SS.7.C.1.3 | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.  
- Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). |
| SS.7.C.1.4 | Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.  
- Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.  
- Students will explain how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.  
- Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. |
| SS.7.C.1.5 | Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
- Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
- Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. |
| SS.7.C.1.6 | Analyze the ideas and grievances set forth in the Declaration of Independence.  
- Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).  
- Students will explain the concept of natural rights as expressed in the Declaration of Independence.  
- Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.  
- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.  
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.  
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| SS.7.C.1.7 | Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.  
- Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). |
| SS.7.C.1.8 | Explain the purpose of the Preamble to the U.S. Constitution.  
- Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).  
- Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).  
- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them. |
| SS.68.HE.1.1 | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
- Students will analyze how antisemitism led to and contributed to the Holocaust.  
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |

Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
SS.7.CG.1.9:
- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

SS.7.CG.1.10:
- Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists’ reasons for the inclusion of a bill of rights in the U.S. Constitution.

SS.7.CG.1.11:
- Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

SS.7.CG.2.1:
- Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

SS.7.CG.2.2:
- Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.
- Students will recognize the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.

SS.7.CG.2.3:
- Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

SS.7.CG.2.4:
- Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

SS.7.CG.2.5:
- Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
- Students will examine the significance of juries in the American legal system.
- Students will explain types of jury trials, how juries are selected and why jury trials are important.

SS.7.CG.2.6:
- Examine the election and voting process at the local, state and national levels.
- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

SS.7.CG.2.7:
- Identify the constitutional qualifications required to hold state and national office.
- Students will recognize the qualifications to seek election to local and state political offices.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

SS.7.CG.2.8:
- Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

SS.7.CG.2.9:
- Analyze media and political communications and identify examples of bias, symbolism and propaganda.
- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will use scenarios to recognize rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.
- Students will recognize how bias, symbolism and propaganda can impact public opinion.

SS.7.CG.2.10:
- Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- Students will explain the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address local or state problems.
- Students will analyze public policy alternatives to resolve local and state problems.

SS.7.CG.3.1:
- Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States’ constitutional republic from authoritarian and totalitarian nations.
Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

- Students will apply their understanding of federal, confederal and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

Describe the structure and function of the three branches of government established in the U.S. Constitution.

- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

Explain the amendment process outlined in Article V of the U.S. Constitution.

- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

Explain the structure, functions and processes of the executive branch of government.

- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators] and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast executive authority at the local, state and national levels.

Explain the structure, functions and processes of the judicial branch of government.

- Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare the trial and appellate processes.

Identify sources and types of law.

- Students will explain how historical codes of law influenced the United States.
- Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- Students will compare civil, criminal, constitutional and/or military types of law.

Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

Compare the U.S. and Florida constitutions.

- Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- Students will compare the amendment process of the U.S. and Florida Constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

Explain government obligations to its citizens and the services provided at the local, state and national levels.

- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

Explain the purpose and function of the Electoral College in electing the President of the United States.

- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

Explain the relationship between U.S. foreign and domestic policy.

- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
- Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest.

Describe the United States' and citizen participation in international organizations.
- Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).
- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

**Describe examples of the United States’ actions and reactions in international conflicts.**
- Students will identify specific examples of and the reasons for United States’ involvement in international conflicts.
- Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.
- Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

**SS.7.CG.4.2:**

- Students will discuss the importance of borrowing and lending in the United States, the government’s role in controlling financial institutions, and list the advantages and disadvantages of using credit.

**SS.7.CG.4.3:**

- Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**SS.7.E.1.1:**

- Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

**SS.7.E.2.1:**

- Discuss the importance of borrowing and lending in the United States, the government’s role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- Describe the banking system in the United States and its impact on the money supply.

**SS.7.E.2.2:**

- Identify and describe United States laws and regulations adopted to promote economic competition.
- Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

**SS.7.E.2.4:**

- Explain how economic institutions impact the national economy.

**SS.7.E.2.5:**

- Compare and contrast the standard of living in various countries today.

**SS.7.G.2.1:**

- Locate major physical landmarks that are emblematic of the United States.

**SS.7.G.2.2:**

- Locate the fifty states and their capital cities in addition to the nation’s capital on a map.

**SS.7.G.4.1:**

- Use geographic terms and tools to explain cultural diffusion throughout North America.

**SS.7.G.4.2:**

- Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**SS.7.G.5.1:**

- Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

**SS.7.G.6.1:**

- Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
MA.K12.MTR.1.1:
Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
### MA.K12.MTR.6.1:
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.6.1:
- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### ELD.K12.ELL.SS.1:
- English language learners communicate for social and instructional purposes within the school setting.

### ELD.K12.ELL.SS.5.1:
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### HE.7.P.8.2:
- Articulate a position on a health-related issue and support it with accurate health information.

**Clarifications:**
Bullying prevention, Internet safety, and nutritional choices.
Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

**GENERAL NOTES**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations


**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development (ELD) Standards Special Notes Section**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

**GENERAL INFORMATION**

Course Number: 2106020

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences >
Abbreviated Title: M/J CIVICS ADV
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
### Educator Certifications

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<thead>
<tr>
<th>Certificate Type</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>Political Science (Grades 6-12)</td>
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<td>Social Science (Grades 5-9)</td>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| SS.7.C.1.1: | Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.2: | Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.3: | Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.4: | Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.5: | Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.6: | Interpret the intentions of the Preamble of the Constitution.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.7: | Describe how the Constitution limits the powers of government through separation of powers and checks and balances.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.8: | Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.9: | Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
<table>
<thead>
<tr>
<th>SS.7.C.2.2:</th>
<th><strong>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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<tr>
<th>SS.7.C.2.5:</th>
<th><strong>Distinguish how the Constitution safeguards and limits individual rights.</strong></th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

| SS.7.C.2.6: | **Simulate the trial process and the role of juries in the administration of justice.** |

<table>
<thead>
<tr>
<th>SS.7.C.2.7:</th>
<th><strong>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.2.9:</th>
<th><strong>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.7.C.2.10:</th>
<th><strong>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>SS.7.C.2.11:</th>
<th><strong>Analyze media and political communications (bias, symbolism, propaganda).</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.2.12:</th>
<th><strong>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.7.C.2.13:</th>
<th><strong>Examine multiple perspectives on public and current issues.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.2.14:</th>
<th><strong>Conduct a service project to further the public good.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>The project can be at the school, community, state, national, or international level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.3.1:</th>
<th><strong>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.7.C.2.14:</th>
<th><strong>Compare parliamentary, federal, confederal, and unitary systems of government.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.3.2:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.3:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.4:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.5:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.6:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.7:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.8:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.9:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.10:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.11:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.12:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.13:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
Differentiate between local, state, and federal governments' obligations and services.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Differentiate concepts related to United States domestic and foreign policy.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Recognize government and citizen participation in international organizations.

**Clarifications:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Describe examples of how the United States has dealt with international conflicts.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.7.C.3.14:**
Differentiate between local, state, and federal governments' obligations and services.

**LAFS.68.RH.1.1:**
Cite specific textual evidence to support analysis of primary and secondary sources.

**LAFS.68.RH.1.2:**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**LAFS.68.RH.1.3:**
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.68.RH.2.4:**
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**LAFS.68.RH.2.5:**
Describe how a text presents information (e.g., sequentially, comparatively, causally).

**LAFS.68.RH.2.6:**
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**LAFS.68.RH.3.7:**
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**LAFS.68.RH.3.8:**
Distinguish among fact, opinion, and reasoned judgment in a text.

**LAFS.68.RH.3.9:**
Analyze the relationship between a primary and secondary source on the same topic.

**LAFS.68.WHST.1.1:**
Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

e. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.68.WHST.1.2:**
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LAFS.68.WHST.2.4:**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.68.WHST.2.5:**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LAFS.68.WHST.2.6:**
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LAFS.68.WHST.3.8:**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LAFS.68.WHST.3.9:**
Draw evidence from informational texts to support analysis reflection, and research.

**LAFS.68.WHST.4.10:**
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

Standard Relation to Course: Supporting

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

Standard Relation to Course: Supporting

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Articulate a position on a health-related issue and support it with accurate health information.

Clarifications:
Bullying prevention, Internet safety, and nutritional choices.

General Course Information and Notes

GENERAL NOTES

The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.
Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes:
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:
- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations
The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/socail studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106025
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies
Courses > SubSubject: Political Sciences
Abbreviated Title: M/J CIVICS ADV
Course Length: Semester (S)
Course Attributes:
- Class Size Core Required
Course Level: 3
Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
History (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2:</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.3:</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4:</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5:</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6:</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7:</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8:</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.1.9:</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.2:

Experience the responsibilities of citizens at the local, state, or federal levels.

**Clarifications:**
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

SS.7.C.2.3:

Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.4:

Distinguish how the Constitution safeguards and limits individual rights.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.5:

Simulate the trial process and the role of juries in the administration of justice.

SS.7.C.2.6:

Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

**Clarifications:**
Identify America's current political parties, and illustrate their ideas about government.

SS.7.C.2.7:

Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.8:

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.9:

Analyze media and political communications (bias, symbolism, propaganda).

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.10:

Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.11:

Examine multiple perspectives on public and current issues.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.12:

Conduct a service project to further the public good.

**Clarifications:**
The project can be at the school, community, state, national, or international level.

SS.7.C.2.13:

Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.14:

Compare parliamentary, federal, confederal, and unitary systems of government.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Clarifications</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.3.2</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.3</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.4</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.5</td>
<td>Explain the Constitutional amendment process.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.6</td>
<td>Compare the constitutions of the United States and Florida.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.7</td>
<td>Identify the relationship and division of powers between the federal government and state governments.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.8</td>
<td>Identify sources and types (civil, criminal, constitutional, military) of law.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.9</td>
<td>Explain the Constitutional amendment process.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.10</td>
<td>Evaluate Constitutional rights and their impact on individuals and society.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.11</td>
<td>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.12</td>
<td>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.13</td>
<td>Analyze the law making process at the local, state, and federal levels.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.14</td>
<td>Diagram the levels, functions, and powers of courts at the state and federal levels.</td>
<td>FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
### SS.7.C.3.14:
**Differentiate between local, state, and federal governments' obligations and services.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.7.C.4.1:
**Differentiate concepts related to United States domestic and foreign policy.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.7.C.4.2:
**Recognize government and citizen participation in international organizations.**

**Clarifications:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.7.C.4.3:
**Describe examples of how the United States has dealt with international conflicts.**

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### MA.K12.MTR.1.1:
**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clariﬁcations:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:
**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clariﬁcations:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
**Complete tasks with mathematical fluency.**
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clariﬁcations:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
**Engage in discussions that reflect on the mathematical thinking of self and others.**
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.K12.MTR.4.1:</td>
<td>• Justify results by explaining methods and processes. • Construct possible arguments based on evidence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
<tr>
<td>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
<td>• Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
</tr>
<tr>
<td>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</td>
<td>• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, &quot;Does this solution make sense? How do you know?&quot; • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.</td>
</tr>
<tr>
<td>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</td>
<td>• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.</td>
</tr>
<tr>
<td>Cite evidence to explain and justify reasoning.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
<tr>
<td>ELA.K12.EE.1.1:</td>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td>ELA.K12.EE.2.1:</td>
<td>Make inferences to support comprehension.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the...&quot; before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the...&quot;</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1:</td>
<td></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
</tbody>
</table>
ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a speciﬁc format to create quality work.

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

HE.7.P.B.2: Articulate a position on a health-related issue and support it with accurate health information.

Clariﬁcations:
Bullying prevention, Internet safety, and nutritional choices.

GENERAL COURSE INFORMATION AND NOTES

GENERAL NOTES

The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text focus, selection on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http:

Instructions Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-speciﬁc questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proﬁciency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard
should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

- **Course Number:** 2106025
- **Course Path:** Sections: Grades PreK to 12 Education
  Courses > **Grade Group:** Grades 6 to 8 Education
  Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences
- **Abbreviated Title:** M/J CIVICS ADV
- **Course Length:** Semester (S)
- **Course Attributes:**
  - Class Size Core Required
- **Course Level:** 3
- **Course Status:** State Board Approved
- **Grade Level(s):** 6, 7, 8

**Educator Certifications**

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- Political Science (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)
- History (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| SS.68.HE.1.1| Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
  - Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
  - Students will analyze how antisemitism led to and contributed to the Holocaust.  
  - Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |
| SS.7.CG.1.1| Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.  
  - Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  
  - Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).  
  - Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  
  - Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic. |
| SS.7.CG.1.2| Trace the principles underlying America's founding ideas on law and government.  
  - Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  
  - Students will explain why religious liberty is a protected right. |
| SS.7.CG.1.3| Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.  
  - Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). |
| SS.7.CG.1.4| Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.  
  - Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.  
  - Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.  
  - Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. |
| SS.7.CG.1.5| Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
  - Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
  - Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. |
| SS.7.CG.1.6| Analyze the ideas and grievances set forth in the Declaration of Independence.  
  - Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).  
  - Students will recognize the concept of natural rights as expressed in the Declaration of Independence.  
  - Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.  
  - Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.  
  - Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.  
  - Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| SS.7.CG.1.7| Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.  
  - Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). |
| SS.7.CG.1.8| Explain the purpose of the Preamble to the U.S. Constitution.  
  - Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).  
  - Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).  
  - Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists to serve them. |
|            | Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law. |
SS.7.CG.1.9:
- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

SS.7.CG.1.10:
- Students will identify the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

SS.7.CG.1.11:
- Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

SS.7.CG.2.1:
- Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

SS.7.CG.2.2:
- Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.
- Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.
- Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.

SS.7.CG.2.3:
- Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

SS.7.CG.2.4:
- Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

SS.7.CG.2.5:
- Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
- Students will examine the significance of juries in the American legal system.
- Students will explain types of jury trials, how juries are selected and why jury trials are important.

SS.7.CG.2.6:
- Examine the election and voting process at the local, state and national levels.
- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

SS.7.CG.2.7:
- Identify the constitutional qualifications required to hold state and national office.
- Students will recognize the qualifications to seek election to local and state political offices.

SS.7.CG.2.8:
- Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

SS.7.CG.2.9:
- Analyze media and political communications and identify examples of bias, symbolism and propaganda.
- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

SS.7.CG.2.10:
- Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- Students will identify the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address local or state problems.
- Students will analyze public policy alternatives to resolve local and state problems.

SS.7.CG.2.11:
- Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will identify different forms of government based on their political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
- Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.
| SS.7.CG.3.2: | Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism. | - Students will apply their understanding of federal, confederal and unitary systems of government.  
- Students will compare the organizational structures of systems of government.  
- Students will recognize examples of these systems of government.  
- Students will analyze scenarios describing various systems of government. |
| SS.7.CG.3.3: | Describe the structure and function of the three branches of government established in the U.S. Constitution. | - Students will recognize the structure of the legislative, executive and judicial branches.  
- Students will compare the roles and responsibilities of the three branches of the national government.  
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution. |
| SS.7.CG.3.4: | Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment. | - Students will describe the system of federalism as established by the U.S. Constitution.  
- Students will analyze how federalism limits government power.  
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments. |
| SS.7.CG.3.5: | Explain the amendment process outlined in Article V of the U.S. Constitution. | - Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.  
- Students will identify the correct sequence of each amendment process.  
- Students will identify the importance of a formal amendment process.  
- Students will recognize the significance of the difficulty of amending the U.S. Constitution. |
| SS.7.CG.3.6: | Analyze the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process. | - Students will recognize how these amendments expanded civil rights to African Americans, women and young people.  
- Students will evaluate the impact these amendments have had on American society.  
- Students will examine how these amendments increased participation in the political process. |
| SS.7.CG.3.7: | Explain the structure, functions and processes of the legislative branch of government. | - Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).  
- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).  
- Students will compare and contrast the lawmaking process at the local, state and national levels. |
| SS.7.CG.3.8: | Explain the structure, functions and processes of the executive branch of government. | - Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).  
- Students will compare and contrast executive authority at the local, state and national levels.  
- Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations). |
| SS.7.CG.3.9: | Explain the structure, function and processes of the judicial branch of government. | - Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).  
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.  
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.  
- Students will compare the trial and appellate processes. |
| SS.7.CG.3.10: | Identify sources and types of law. | - Students will explain how historical codes of law influenced the United States.  
- Students will recognize natural, constitutional, statutory, case and common law as sources of law.  
- Students will compare civil, criminal, constitutional and/or military types of law. |
| SS.7.CG.3.11: | Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution. | - Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).  
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.  
- Students will evaluate the impact of each case on society.  
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions. |
| SS.7.CG.3.12: | Compare the U.S. and Florida constitutions. | - Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).  
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).  
- Students will compare the amendment process of the U.S. and Florida Constitutions.  
- Students will recognize the U.S. Constitution as the supreme law of the land. |
| SS.7.CG.3.13: | Explain government obligations to its citizens and the services provided at the local, state and national levels. | - Students will describe and classify specific services provided by local, state and national governments.  
- Students will compare the powers and obligations of local, state and national governments. |
| SS.7.CG.3.14: | Explain the purpose and function of the Electoral College in electing the President of the United States. | - Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment. |
| SS.7.CG.3.15: | Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens. | - Students will evaluate various economic systems (e.g., capitalism, communism, socialism).  
- Students will compare the economic prosperity and opportunity of current nations. |
| SS.7.CG.4.1: | Explain the relationship between U.S. foreign and domestic policy. | - Students will recognize the difference between domestic and foreign policy.  
- Students will identify issues that relate to U.S. domestic and foreign policy.  
- Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest. |
|  | Describe the United States' and citizen participation in international organizations. | - |
### SS.7.CG.4.2:
- Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).
- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

### SS.7.CG.4.3:
- Describe examples of the United States' actions and reactions in international conflicts.
- Students will identify specific examples of and the reasons for United States' involvement in international conflicts.
- Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.
- Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

### MA.K12.MTR.2.1:
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
### MA.K12.MTR.5.1:
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.
  - K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
  - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
  - 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
  - 6-8 Students continue with previous skills and use a style guide to create a proper citation.
  - 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
  - In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
  - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
  - Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1: English language learners communicate for social and instructional purposes within the school setting.

- Articulate a position on a health-related issue and support it with accurate health information.

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

- Bullying prevention, Internet safety, and nutritional choices.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present, and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

**GENERAL NOTES**

The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:**
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.fldoe.org/fileadmin/FDOE/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.fldoe.org/fileadmin/FDOE/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
### Educator Certifications

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<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
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<tr>
<td>Political Science (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<td>Elementary Education (Grades K-6)</td>
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<td>Elementary Education (Elementary Grades 1-6)</td>
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<td>History (Grades 6-12)</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2:</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
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</tr>
<tr>
<td>SS.7.C.1.3:</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.4:</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.5:</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.6:</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.7:</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.8:</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9:</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</table>

Define the term "citizen,” and identify legal means of becoming a United States citizen.
<p>| <strong>SS.7.C.2.1:</strong> | <strong>Clarifications:</strong> Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.2:</strong> | <strong>Clarifications:</strong> Experience the responsibilities of citizens at the local, state, or federal levels. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.3:</strong> | <strong>Clarifications:</strong> Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.4:</strong> | <strong>Clarifications:</strong> Distinguish how the Constitution safeguards and limits individual rights. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.5:</strong> | <strong>Clarifications:</strong> Simulate the trial process and the role of juries in the administration of justice. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.6:</strong> | <strong>Clarifications:</strong> Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level. Identify America's current political parties, and illustrate their ideas about government. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.7:</strong> | <strong>Clarifications:</strong> Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.8:</strong> | <strong>Clarifications:</strong> Examine the impact of media, individuals, and interest groups on monitoring and influencing government. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.9:</strong> | <strong>Clarifications:</strong> Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.10:</strong> | <strong>Clarifications:</strong> Examine multiple perspectives on public and current issues. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.11:</strong> | <strong>Clarifications:</strong> Conduct a service project to further the public good. The project can be at the school, community, state, national, or international level. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.12:</strong> | <strong>Clarifications:</strong> Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.13:</strong> | <strong>Clarifications:</strong> Analyze media and political communications (bias, symbolism, propaganda). This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| <strong>SS.7.C.2.14:</strong> | <strong>Clarifications:</strong> Simulate the trial process and the role of juries in the administration of justice. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |</p>
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.3.1</td>
<td>Identify the relationship and division of powers between the federal government and state governments.</td>
</tr>
<tr>
<td>SS.7.C.3.2</td>
<td>Examine the historical development of the United States as established in the Constitution.</td>
</tr>
<tr>
<td>SS.7.C.3.4</td>
<td>Compare the constitutions of the United States and Florida.</td>
</tr>
</tbody>
</table>
### SS.7.C.3.13: 
Differentiate between local, state, and federal governments' obligations and services.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.7.C.3.14:
Differentiate concepts related to United States domestic and foreign policy.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.7.C.4.1:
Recognize government and citizen participation in international organizations.

**Clarifications:**

### SS.7.C.4.2:
Describe examples of how the United States has dealt with international conflicts.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.7.C.4.3:
Compare the national budget process to the personal budget process.

**Clarifications:**
Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

### SS.7.E.1.1:
Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

### SS.7.E.1.2:
Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

### SS.7.E.1.3:
Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

### SS.7.E.1.4:
Discuss the function of financial institutions in the development of a market economy.

### SS.7.E.1.5:
Interpret maps to identify geopolitical divisions and boundaries of places in North America.

### SS.7.E.2.1:
Locate the fifty states and their capital cities in addition to the nation’s capital on a map.

### SS.7.E.2.2:
Locate major cultural landmarks that are emblematic of the United States.

**Clarifications:**
Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

### SS.7.E.2.3:
Locate major physical landmarks that are emblematic of the United States.

**Clarifications:**
Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

### SS.7.E.2.4:
Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

### SS.7.E.2.5:
Explain how economic institutions impact the national economy.

**Clarifications:**
Examples are stock market, banks, credit unions.

### SS.7.E.3.1:
Explain how international trade requires a system for exchanging currency between and among nations.

### SS.7.E.3.2:
Explain the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

### SS.7.E.3.3:
Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

### SS.7.E.3.4:
Compare the national budget process to the personal budget process.

### SS.7.E.4.1:
Identify and describe United States laws and regulations adopted to promote economic competition.

### SS.7.E.4.2:
Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

### SS.7.E.4.3:
Explain how economic institutions impact the national economy.

**Clarifications:**
Examples are stock market, banks, credit unions.

### SS.7.E.5.1:
Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

### SS.7.E.5.2:
Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

### SS.7.E.5.3:
Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

### SS.7.E.5.4:
Discuss the function of financial institutions in the development of a market economy.

### SS.7.E.5.5:
Interpret maps to identify geopolitical divisions and boundaries of places in North America.

### SS.7.E.6.1:
Locate the fifty states and their capital cities in addition to the nation’s capital on a map.

### SS.7.E.6.2:
Locate major cultural landmarks that are emblematic of the United States.

**Clarifications:**
Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

### SS.7.E.6.3:
Locate major physical landmarks that are emblematic of the United States.

**Clarifications:**
Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

### SS.7.E.6.4:
Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

### SS.7.E.6.5:
Explain how economic institutions impact the national economy.

**Clarifications:**
Examples are stock market, banks, credit unions.

### SS.7.E.7.1:
Explain how international trade requires a system for exchanging currency between and among nations.

### SS.7.E.7.2:
Explain the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

### SS.7.E.7.3:
Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

### SS.7.E.7.4:
Compare the national budget process to the personal budget process.

### SS.7.E.7.5:
Identify and describe United States laws and regulations adopted to promote economic competition.

### SS.7.E.7.6:
Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

### SS.7.E.7.7:
Explain how economic institutions impact the national economy.

**Clarifications:**
Examples are stock market, banks, credit unions.
| SS.7.G.2.4: | Describe current major cultural regions of North America. |
| SS.7.G.3.1: | Use maps to describe the location, abundance, and variety of natural resources in North America. |
| SS.7.G.4.1: | Use geographic terms and tools to explain cultural diffusion throughout North America. |
| SS.7.G.4.2: | Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States. |
| SS.7.G.5.1: | Use choropleth or other maps to geographically represent current information about issues of conservation or ecology in the local community. |
| SS.7.G.6.1: | Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. |

**Clarifications:**
- Examples are population density, changes in census data, and district reapportionment over time.

| LAFS.68.RH.1.1: | Cite specific textual evidence to support analysis of primary and secondary sources. |
| LAFS.68.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| LAFS.68.RH.1.3: | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| LAFS.68.RH.2.4: | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| LAFS.68.RH.2.5: | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| LAFS.68.RH.2.6: | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| LAFS.68.RH.3.7: | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| LAFS.68.RH.3.8: | Distinguish among fact, opinion, and reasoned judgment in a text. |
| LAFS.68.RH.3.9: | Analyze the relationship between a primary and secondary source on the same topic. |

**Write arguments focused on discipline-specific content.**
- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

| LAFS.68.WHST.1.1: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LAFS.68.WHST.1.2: | Write arguments about issues of conservation or ecology in the local community. |
| LAFS.68.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LAFS.68.WHST.2.5: | Write with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LAFS.68.WHST.2.6: | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| LAFS.68.WHST.3.7: | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| LAFS.68.WHST.3.8: | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LAFS.68.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research. |
| LAFS.68.WHST.4.10: | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

| LAFS.7.SL.1.1: | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| LAFS.7.SL.1.2: | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| LAFS.7.SL.2.4: | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| MAFS.SP.1.1: | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. |

**Standard Relation to Course:** Supporting
MAFS.6.SP.1.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

Standard Relation to Course: Supporting

MAFS.6.SP.1.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Standard Relation to Course: Supporting

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.3.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.5.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MAFS.K12.MP.6.1: Clarifications:

Bullying prevention, Internet safety, and nutritional choices.

General Course Information and Notes

GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic
Career and Education Planning Course Standards - Students will:
1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an assessment that matches career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:
- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps students learn:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators; http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106026

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: M/J CIVICS ADV&CAR P
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 3

Course Status: Course Approved
Grade Level(s): 6,7,8
<table>
<thead>
<tr>
<th>Educator Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
</tr>
<tr>
<td>Political Science (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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<tr>
<td>History (Grades 6-12)</td>
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</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
</table>
| **SS.7.C.1.1:** | Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.2:** | Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.3:** | Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.4:** | Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.5:** | Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.6:** | Interpret the intentions of the Preamble of the Constitution.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.7:** | Describe how the Constitution limits the powers of government through separation of powers and checks and balances.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.8:** | Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.9:** | Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.7.C.1.10:** | Define the term “citizen,” and identify legal means of becoming a United States citizen.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
SS.7.C.2.1: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.2: Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.

**Clarifications:**
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

SS.7.C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.5: Distinguish how the Constitution safeguards and limits individual rights.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.6: Simulate the trial process and the role of juries in the administration of justice.

SS.7.C.2.7: Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

**Clarifications:**
Identify America's current political parties, and illustrate their ideas about government.

SS.7.C.2.8: Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.9: Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.10: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.11: Analyze media and political communications (bias, symbolism, propaganda).

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.14: Conduct a service project to further the public good.

**Clarifications:**
The project can be at the school, community, state, national, or international level.

SS.7.C.2.15: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

**Clarifications:**
SS.7.C.3.1: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare parliamentary, federal, confederal, and unitary systems of government.

SS.7.C.3.2: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

SS.7.C.3.3: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify the relationship and division of powers between the federal government and state governments.

SS.7.C.3.4: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain the Constitutional amendment process.

SS.7.C.3.5: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate Constitutional rights and their impact on individuals and society.

SS.7.C.3.6: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

SS.7.C.3.7: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

SS.7.C.3.8: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Illustrate the law making process at the local, state, and federal levels.

SS.7.C.3.9: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify sources and types (civil, criminal, constitutional, military) of law.

SS.7.C.3.10: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Diagram the levels, functions, and powers of courts at the state and federal levels.

SS.7.C.3.11: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


SS.7.C.3.12: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the constitutions of the United States and Florida.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.3.13:</td>
<td>Differentiate between local, state, and federal governments' obligations and services. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.3.14:</td>
<td>Differentiate concepts related to United States domestic and foreign policy. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.4.2:</td>
<td>Describe examples of how the United States has dealt with international conflicts. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.E.1.1:</td>
<td>Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.</td>
</tr>
<tr>
<td>SS.7.E.1.2:</td>
<td>Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.</td>
</tr>
<tr>
<td>SS.7.E.1.3:</td>
<td>Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</td>
</tr>
<tr>
<td>SS.7.E.1.4:</td>
<td>Discuss the function of financial institutions in the development of a market economy.</td>
</tr>
<tr>
<td>SS.7.E.1.5:</td>
<td>Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</td>
</tr>
<tr>
<td>SS.7.E.1.6:</td>
<td>Compare the national budget process to the personal budget process. Clarifications: Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</td>
</tr>
<tr>
<td>SS.7.E.2.1:</td>
<td>Explain how federal, state, and local taxes support the economy as a function of the United States government.</td>
</tr>
<tr>
<td>SS.7.E.2.2:</td>
<td>Describe the banking system in the United States and its impact on the money supply. Clarifications: Examples are the Federal Reserve System and privately owned banks.</td>
</tr>
<tr>
<td>SS.7.E.2.3:</td>
<td>Identify and describe United States laws and regulations adopted to promote economic competition.</td>
</tr>
<tr>
<td>SS.7.E.2.4:</td>
<td>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</td>
</tr>
<tr>
<td>SS.7.E.2.5:</td>
<td>Explain how economic institutions impact the national economy. Clarifications: Examples are the stock market, banks, credit unions.</td>
</tr>
<tr>
<td>SS.7.E.3.1:</td>
<td>Explain how international trade requires a system for exchanging currency between and among nations.</td>
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<tr>
<td>SS.7.E.3.2:</td>
<td>Assess how the changing value of currency affects trade of goods and services between nations.</td>
</tr>
<tr>
<td>SS.7.E.3.3:</td>
<td>Compare and contrast a single resource economy with a diversified economy.</td>
</tr>
<tr>
<td>SS.7.E.3.4:</td>
<td>Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.</td>
</tr>
<tr>
<td>SS.7.G.1.1:</td>
<td>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</td>
</tr>
<tr>
<td>SS.7.G.1.3:</td>
<td>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</td>
</tr>
<tr>
<td>SS.7.G.2.1:</td>
<td>Locate major cultural landmarks that are emblematic of the United States. Clarifications: Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</td>
</tr>
<tr>
<td>SS.7.G.2.2:</td>
<td>Locate major physical landmarks that are emblematic of the United States. Clarifications: Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</td>
</tr>
<tr>
<td>SS.7.G.2.3:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</td>
</tr>
</tbody>
</table>
Describe current major cultural regions of North America.

**Clarifications:**
- Examples are the South, Rust-belt, Silicon Valley.

Use maps to describe the location, abundance, and variety of natural resources in North America.

**Clarifications:**
- Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Use geographic terms and tools to explain cultural diffusion throughout North America.

**Clarifications:**
- Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**Clarifications:**
- Examples are tri-county mangrove decimation, beach erosion.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
- Use patterns and structure to help understand and connect mathematical concepts.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Engage in discussions that reflect on the mathematical thinking of self and others.

**Mathematicians who complete tasks with mathematical fluency:**
- Complete tasks with mathematical fluency.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

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- Engage in discussions that reflect on the mathematical thinking of self and others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
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- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.
| MA.K12.MTR.5.1: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems. Decompose a complex problem into manageable parts. Relate previously learned concepts to new concepts. Look for similarities among problems. Connect solutions of problems to more complicated large-scale situations. **Clariifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. - Support students to develop generalizations based on the similarities found among problems. - Provide opportunities for students to create plans and procedures to solve problems. - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. | MA.K12.MTR.6.1: Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: - Estimate to discover possible solutions. - Use benchmark quantities to determine if a solution makes sense. - Check calculations when solving problems. - Verify possible solutions by explaining the methods used. - Evaluate results based on the given context. **Clariifications:** Teachers who encourage students to assess the reasonableness of solutions: - Have students estimate or predict solutions prior to solving. - Prompt students to continually ask, “Does this solution make sense? How do you know?” - Reinforce that students check their work as they progress within and after a task. - Strengthen students' ability to verify solutions through justifications. | MA.K12.MTR.7.1: Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: - Connect mathematical concepts to everyday experiences. - Use models and methods to understand, represent and solve problems. - Perform investigations to gather data or determine if a method is appropriate. - Redesign models and methods to improve accuracy or efficiency. **Clariifications:** Teachers who encourage students to apply mathematics to real-world contexts: - Provide opportunities for students to create models, both concrete and abstract, and perform investigations. - Challenge students to question the accuracy of their models and methods. - Support students as they validate conclusions by comparing them to the given situation. - Indicate how various concepts can be applied to other disciplines. | ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. **Clariifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. | ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently. **Clariifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. | ELA.K12.EE.3.1: Make inferences to support comprehension. **Clariifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. | ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clariifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. Use the accepted rules governing a specific format to create quality work. |
General Course Information and Notes

GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4215, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?
Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106026

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences >
Abbreviated Title: M/J CIVICS ADV&CAR P
Course Length: Year (Y)
Course Attributes:
• Class Size Core Required
Course Level: 3

Course Status: State Board Approved
Grade Level(s): 6,7,8

Educator Certifications
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
History (Grades 6-12)
### Course Standards

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<th>Name</th>
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| SS.6H.E.1.1: | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
- Students will analyze how antisemitism led to and contributed to the Holocaust.  
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |
| SS.7.G.1.1: | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.  
- Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  
- Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).  
- Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  
- Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic. |
| SS.7.G.1.2: | Trace the principles underlying America's founding ideas on law and government.  
- Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  
- Students will explain why religious liberty is a protected right. |
| SS.7.G.1.3: | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.  
- Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). |
| SS.7.G.1.4: | Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.  
- Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.  
- Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.  
- Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. |
| SS.7.G.1.5: | Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
- Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
- Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. |
| SS.7.G.1.6: | Analyze the ideas and grievances set forth in the Declaration of Independence.  
- Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).  
- Students will explain the concept of natural rights as expressed in the Declaration of Independence.  
- Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.  
- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of the governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.  
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.  
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| SS.7.G.1.7: | Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.  
- Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). |
| SS.7.G.1.8: | Explain the purpose of the Preamble to the U.S. Constitution.  
- Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).  
- Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).  
- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists...
SS.7.CG.1.9: Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

SS.7.CG.1.10: Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

SS.7.CG.1.11: Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

SS.7.CG.2.1: Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.
- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

SS.7.CG.2.2: Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office.
- Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.
- Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.
- Students will use scenarios to assess specific obligations of citizens.
- Students will identify the consequences or predict the outcome of society if citizens do not fulfill their obligations and responsibilities.

SS.7.CG.2.3: Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- Students will recognize that the Bill of Rights compiles the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

SS.7.CG.2.4: Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

SS.7.CG.2.5: Describe the trial process and the role of juries in the administration of justice at the state and federal levels.
- Students will examine the significance of juries in the American legal system.
- Students will explain types of jury trials, how juries are selected and why jury trials are important.

SS.7.CG.2.6: Examine the election and voting process at the local, state and national levels.
- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

SS.7.CG.2.7: Identify the constitutional qualifications required to hold state and national office.
- Students will recognize the qualifications to seek election to local and state political offices.

SS.7.CG.2.8: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

SS.7.CG.2.9: Analyze media and political communications and identify examples of bias, symbolism and propaganda.
- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

SS.7.CG.2.10: Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- Students will identify the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address local or state problems.
- Students will analyze public policy alternatives to resolve local and state problems.

SS.7.CG.3.1: Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will identify different forms of government based on their political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
Students will explain how the application of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.

SS.7.CG.3.2: Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- Students will apply their understanding of federal, confederal and unitary systems of government.
- Students will compare the organizational structures of systems of government.
- Students will recognize examples of these systems of government.
- Students will analyze scenarios describing various systems of government.

SS.7.CG.3.3: Describe the structure and function of the three branches of government established in the U.S. Constitution.
- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

SS.7.CG.3.4: Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.
- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

SS.7.CG.3.5: Explain the amendment process outlined in Article V of the U.S. Constitution.
- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of amending the U.S. Constitution.

SS.7.CG.3.6: Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

SS.7.CG.3.7: Explain the structure, functions and processes of the legislative branch of government.
- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast the lawmaking process at the local, state and national levels.

SS.7.CG.3.8: Explain the structure, functions and processes of the executive branch of government.
- Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).
- Students will compare and contrast executive authority at the local, state and national levels.
- Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

SS.7.CG.3.9: Explain the structure, functions and processes of the judicial branch of government.
- Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare the trial and appellate processes.

SS.7.CG.3.10: Identify sources and types of law.
- Students will explain how historical codes of law influenced the United States.
- Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- Students will compare civil, criminal, constitutional and/or military types of law.

SS.7.CG.3.11: Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

SS.7.CG.3.12: Compare the U.S. and Florida constitutions.
- Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- Students will compare the amendment process of the U.S. and Florida Constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

SS.7.CG.3.13: Explain government obligations to its citizens and the services provided at the local, state and national levels.
- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

SS.7.CG.3.14: Explain the purpose and function of the Electoral College in electing the President of the United States.
- Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

SS.7.CG.3.15: Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.
- Students will evaluate various economic systems (e.g., capitalism, communism, socialism).
- Students will compare the economic prosperity and opportunity of current nations.

SS.7.CG.4.1: Explain the relationship between U.S. foreign and domestic policy.
- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest.

**SS.7.CG.4.2:**
- Describe the United States' and citizen participation in international organizations.
- Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).
- Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

**SS.7.CG.4.3:**
- Describe examples of the United States' actions and reactions in international conflicts.
- Students will identify specific examples of and the reasons for United States' involvement in international conflicts.
- Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.
- Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

**SS.7.E.1.1:**
- Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**SS.7.E.1.2:**
- Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

**SS.7.E.1.3:**
- Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

**SS.7.E.1.4:**
- Discuss the function of financial institutions in the development of a market economy.

**SS.7.E.1.5:**
- Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

**SS.7.E.1.6:**
- Clarifications:
  - Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

**SS.7.E.2.1:**
- Explain how federal, state, and local taxes support the economy as a function of the United States government.

**SS.7.E.2.2:**
- Clarifications:
  - Examples are the Federal Reserve System and privately owned banks.

**SS.7.E.2.3:**
- Identify and describe United States laws and regulations adopted to promote economic competition.

**SS.7.E.2.4:**
- Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

**SS.7.E.2.5:**
- Clarifications:
  - Examples are the stock market, banks, credit unions.

**SS.7.E.3.1:**
- Explain how international trade requires a system for exchanging currency between and among nations.

**SS.7.E.3.2:**
- Assess how the changing value of currency affects trade of goods and services between nations.

**SS.7.E.3.3:**
- Compare and contrast a single resource economy with a diversified economy.

**SS.7.E.3.4:**
- Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**SS.7.G.1.1:**
- Locate the fifty states and their capital cities in addition to the nation's capital on a map.

**SS.7.G.1.2:**
- Clarifications:
  - Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**SS.7.G.1.3:**
- Interpret maps to identify geopolitical divisions and boundaries of places in North America.

**SS.7.G.2.1:**
- Locate major cultural landmarks that are emblematic of the United States.

**SS.7.G.2.2:**
- Clarifications:
  - Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

**SS.7.G.2.3:**
- Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

**SS.7.G.2.4:**
- Clarifications:
  - Examples are the South, Rust-belt, Silicon Valley.

**SS.7.G.3.1:**
- Use maps to describe the location, abundance, and variety of natural resources in North America.

**SS.7.G.4.1:**
- Use geographic terms and tools to explain cultural diffusion throughout North America.

**SS.7.G.4.2:**
- Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**SS.7.G.5.1:**
- Clarifications:
  - Examples are tri-county mangrove decimation, beach erosion.

**SS.7.G.6.1:**
- Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
**MA.K12.MTR.1.1:**
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Help students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**MA.K12.MTR.3.1:**
- Demonstrate understanding by representing problems in multiple ways.
- Mathematicians who demonstrate understanding by representing problems in multiple ways:
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.2.1:**
- Complete tasks with mathematical fluency.
- Mathematicians who complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Help students make connections between concepts and representations.
- Recognize students' effort when solving challenging problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**
- Use patterns and structure to help understand and connect mathematical concepts.
- Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.1.1:**
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
Check calculations when solving problems.
Verify possible solutions by explaining the methods used.
Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Articulate a position on a health-related issue and support it with accurate health information.

Clarifications:
Bullying prevention, Internet safety, and nutritional choices.
Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present, and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

**GENERAL NOTES**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Career and Education Planning -** Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4265, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

**Career and Education Planning Course Standards - Students will:**

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106026
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: M/J CIVICS ADV&CAR P
Course Length: Year (Y)
Course Attributes:
• Class Size Core Required
Course Level: 3

Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Political Science (Grades 6-12)
Social Science (Grades 5-9)
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Elementary Education (Elementary Grades 1-6)
History (Grades 6-12)
M/J International Baccalaureate MYP Civics
(#2106027) 2014 - 2023 (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

GENERAL INFORMATION

- **Course Number:** 2106027
- **Course Path:** Grades PreK to 12 Education
- **Grade Group:** Grades 6 to 8 Education
- **Subject:** Social Studies
- **SubSubject:** Political Sciences
- **Abbreviated Title:** M/J IB MYP CIV
- **Course Length:** Year (Y)
- **Course Attributes:**
  - International Baccalaureate (IB)
- **Course Level:** 3

**Course Status:** Course Approved

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Course Standards

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  • Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
  • Students will analyze how antisemitism led to and contributed to the Holocaust.  
  • Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |

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General Course Information and Notes

GENERAL NOTES

In addition to the requirements set forth by the International Baccalaureate Organization, students enrolled in this course will also complete course requirements for:

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

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2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

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5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

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Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

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3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

GENERAL INFORMATION

Course Number: 2106028

Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: Political Sciences>

Abbreviated Title: M/J IB MYP CIV CP

Course Length: Year (Y)

Course Attributes: 
  • International Baccalaureate (IB)

Course Level: 3

Course Status: Course Approved

Grade Level(s): 6,7,8

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GENERAL INFORMATION

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Course Attributes:
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Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8
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<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.2:</td>
<td>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's &quot;Common Sense&quot; had on colonists' views of government.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.1.3:</td>
<td>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.1.4:</td>
<td>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.1.5:</td>
<td>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.1.6:</td>
<td>Interpret the intentions of the Preamble of the Constitution.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.7.C.1.7:</td>
<td>Describe how the Constitution limits the powers of government through separation of powers and checks and balances.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.7.C.1.8:</td>
<td>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.7.C.1.9:</td>
<td>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td></td>
<td>Define the term &quot;citizen,&quot; and identify legal means of becoming a United States citizen.</td>
<td></td>
</tr>
</tbody>
</table>
| SS.7.C.2.1: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

| SS.7.C.2.2: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Experience the responsibilities of citizens at the local, state, or federal levels.

| SS.7.C.2.3: | **Clariﬁcations:**
| | Examples are registering or pre-registering to vote, volunteering, communicating with government ofﬁcials, informing others about current issues, participating in a political campaign/mock election.
| | Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

| SS.7.C.2.4: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Distinguish how the Constitution safeguards and limits individual rights.

| SS.7.C.2.5: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Simulate the trial process and the role of juries in the administration of justice.

| SS.7.C.2.6: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

| SS.7.C.2.7: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Identify America’s current political parties, and illustrate their ideas about government.

| SS.7.C.2.8: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Evaluate candidates for political ofﬁce by analyzing their qualiﬁcations, experience, issue-based platforms, debates, and political ads.

| SS.7.C.2.9: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Examine the impact of media, individuals, and interest groups on monitoring and inﬂuencing government.

| SS.7.C.2.10: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations page 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Analyze media and political communications (bias, symbolism, propaganda).

| SS.7.C.2.11: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

| SS.7.C.2.12: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 50-51. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Examine multiple perspectives on public and current issues.

| SS.7.C.2.13: | **Clariﬁcations:**
| | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 52-53. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
| | Conduct a service project to further the public good.

| SS.7.C.2.14: | **Clariﬁcations:**
| | The project can be at the school, community, state, national, or international level.
| | Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.1: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare parliamentary, federal, confederal, and unitary systems of government.

SS.7.C.3.2: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

SS.7.C.3.3: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify the relationship and division of powers between the federal government and state governments.

SS.7.C.3.4: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain the Constitutional amendment process.

SS.7.C.3.5: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate Constitutional rights and their impact on individuals and society.

SS.7.C.3.6: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

SS.7.C.3.7: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

SS.7.C.3.8: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Illustrate the law making process at the local, state, and federal levels.

SS.7.C.3.9: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify sources and types (civil, criminal, constitutional, military) of law.

SS.7.C.3.10: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Diagram the levels, functions, and powers of courts at the state and federal levels.

SS.7.C.3.11: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


SS.7.C.3.12: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the constitutions of the United States and Florida.
Differentiate between local, state, and federal governments' obligations and services.

**Clariﬁcations:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 66-67. Additional resources may be found on the FLDOE Social Studies webpage.

**SS.7.C.3.13:**

Differentiate concepts related to United States domestic and foreign policy.

**Clariﬁcations:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 70-71. Additional resources may be found on the FLDOE Social Studies webpage.

**SS.7.C.3.14:**

Recognize government and citizen participation in international organizations.

**Clariﬁcations:**

**SS.7.C.4.1:**

Describe examples of how the United States has dealt with international conﬂicts.

**Clariﬁcations:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 72-73. Additional resources may be found on the FLDOE Social Studies webpage.

**SS.7.C.4.2:**

SS.7.C.4.3:

L AF S . 6 8 . R H . 1 . 1 :
Cite speciﬁc textual evidence to support analysis of primary and secondary sources.

L AF S . 6 8 . R H . 1 . 2 :
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L AF S . 6 8 . R H . 1 . 3 :
Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

L AF S . 6 8 . R H . 2 . 4 :
Determine the meaning of words and phrases as they are used in a text, including vocabulary speciﬁc to domains related to history/social studies.

L AF S . 6 8 . R H . 2 . 5 :
Describe how a text presents information (e.g., sequentially, comparatively, causally).

L AF S . 6 8 . R H . 2 . 6 :
Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

L AF S . 6 8 . R H . 3 . 7 :
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L AF S . 6 8 . R H . 3 . 8 :
Distinguish among fact, opinion, and reasoned judgment in a text.

L AF S . 6 8 . R H . 3 . 9 :
Analyze the relationship between a primary and secondary source on the same topic.

L A F S . 6 8 . W H S T . 1 . 1 :
Write arguments focused on discipline-speciﬁc content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

L A F S . 6 8 . W H S T . 1 . 2 :
Write informative/explanatory texts, including the narration of historical events, scientiﬁc procedures/ experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, deﬁnitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-speciﬁc vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

L A F S . 6 8 . W H S T . 2 . 4 :
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L A F S . 6 8 . W H S T . 2 . 5 :
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

L A F S . 6 8 . W H S T . 2 . 6 :
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efﬁciently.

L A F S . 6 8 . W H S T . 3 . 8 :
Gather relevant information from multiple print and digital sources, using search terms efﬁciently; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

L A F S . 6 8 . W H S T . 3 . 9 :
Draw evidence from informational texts to support analysis, reﬂection, and research.

L A F S . 6 8 . W H S T . 4 . 1 0 :
Write routinely over extended time frames (time for reﬂection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-speciﬁc tasks, purposes, and audiences.

   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

LAFS.7.SL.1.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

MAFS.6.SP.1.3: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

MAFS.6.SP.1.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

MAFS.6.SP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, make plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze functions using graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

ELD.K12.ELL.SS.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

Clarifications:
Bullying prevention, Internet safety, and nutritional choices.
GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Digital Technologies - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

Multimedia Technologies

01.0 Demonstrate proficiency in using presentation software and equipment.
   - 01.01 Produce a presentation that includes music, animation, and digital photography and present it using a projection system.
   - 01.02 Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.
   - 01.03 Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.

02.0 Demonstrate proficiency in using digital photography and digital imaging.
   - 02.01 Demonstrate knowledge of ethics related to digital imaging, and legal and consent issues.
   - 02.02 Apply effective design principles in digital photography compositions.
   - 02.03 Illustrate the essence of an event, quote, or slogan through digital photography/imaging.
   - 02.04 Demonstrate skill in using digital imaging software for image manipulation, color correction, and special effects to creatively convey a message or literary interpretation.
   - 02.05 Demonstrate skill in scanning and cropping photographs.

03.0 Demonstrate proficiency in basic video production equipment.
   - 03.01 Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.
   - 03.02 Demonstrate understanding of digital video storage media and file types.
   - 03.03 Identify and select microphones for production needs.
   - 03.04 Determine appropriate lighting needs for production settings.
   - 03.05 Create a short video for publishing on the web.

04.0 Demonstrate skill in using video production software.
   - 04.01 Demonstrate knowledge of the digital video software interface.
   - 04.02 Demonstrate ability to edit, cut, erase, and insert video.
   - 04.03 Edit video as needed to achieve desired message and length.
   - 04.04 Demonstrate skill in using video effects and plug-ins.
   - 04.05 Describe a first complete run-through of the video production process.
   - 04.06 Characterize the qualities of effective communication in a completed video.
   - 04.07 Prepare a video project for final composing and export.
   - 04.08 Upload finished video files to a website.

05.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.
   - 05.01 Characterize effective writing styles and conventions for the web.
   - 05.02 Use word processing software to create effective written content for the web.
   - 05.03 Use graphics software to create and prepare various types of graphical content for use on a webpage.
   - 05.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clip art, CD-ROMs).
   - 05.05 Create and edit images using image or graphic design software.

Special Notes:
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CM5_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106029
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: M/J CIV & DIG TECH
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 2

Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>(Grades 6-12)</td>
</tr>
<tr>
<td>Social Science</td>
<td>(Grades 5-9)</td>
</tr>
<tr>
<td>Social Science</td>
<td>(Grades 6-12)</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>(Grades K-6)</td>
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<tr>
<td>Elementary Education</td>
<td>(Elementary Grades 1-6)</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.7.C.1.1:</td>
<td>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

| SS.7.C.1.2: | Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. |
| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

| SS.7.C.1.3: | Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. |
| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

| SS.7.C.1.4: | Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. |
| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

| SS.7.C.1.5: | Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. |
| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

| SS.7.C.1.6: | Interpret the intentions of the Preamble of the Constitution. |
| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

| SS.7.C.1.7: | Describe how the Constitution limits the powers of government through separation of powers and checks and balances. |
| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

| SS.7.C.1.8: | Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. |
| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

| SS.7.C.1.9: | Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. |
| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

| **Clarifications:** | This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
Simulate the trial process and the role of juries in the administration of justice.

SS.7.C.2.2:
Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Experience the responsibilities of citizens at the local, state, or federal levels.

SS.7.C.2.3:
Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Distinguish how the Constitution safeguards and limits individual rights.

SS.7.C.2.4:

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.5:

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.6:
Simulate the trial process and the role of juries in the administration of justice.

SS.7.C.2.7:
Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

Identify America's current political parties, and illustrate their ideas about government.

SS.7.C.2.8:
Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.9:
Examine multiple perspectives on public and current issues.

SS.7.C.2.10:
Analyze media and political communications (bias, symbolism, propaganda).

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.11:
Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 43-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.12:
Examine multiple perspectives on public and current issues.

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.13:
Conduct a service project to further the public good.

Clarifications:
The project can be at the school, community, state, national, or international level.

SS.7.C.2.14:
Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.1:
Compare parliamentary, federal, confederal, and unitary systems of government.
### SS.7.C.3.2:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

### SS.7.C.3.3:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Identify the relationship and division of powers between the federal government and state governments.

### SS.7.C.3.4:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Explain the Constitutional amendment process.

### SS.7.C.3.5:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Evaluate Constitutional rights and their impact on individuals and society.

### SS.7.C.3.6:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

### SS.7.C.3.7:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

### SS.7.C.3.8:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Illustrate the law making process at the local, state, and federal levels.

### SS.7.C.3.9:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Identify sources and types (civil, criminal, constitutional, military) of law.

### SS.7.C.3.10:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Diagram the levels, functions, and powers of courts at the state and federal levels.

### SS.7.C.3.11:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


### SS.7.C.3.12:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Compare the constitutions of the United States and Florida.

### SS.7.C.3.13:
**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>SS.7.C.3.14:</th>
<th>Differentiate between local, state, and federal governments' obligations and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.4.1:</th>
<th>Differentiate concepts related to United States domestic and foreign policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.4.2:</th>
<th>Recognize government and citizen participation in international organizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.4.3:</th>
<th>Describe examples of how the United States has dealt with international conflicts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1:</th>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>- Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>- Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td></td>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td></td>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>- Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td></td>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Complete tasks with mathematical fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td></td>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
<tr>
<td></td>
<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.2:</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td></td>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>- Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>- Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td></td>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
</tr>
</tbody>
</table>

Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1: Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications: Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1: Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1: Read and comprehend grade-level complex texts proficiently.

Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the
### GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

**Multimedia Technologies**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.0</td>
<td>Demonstrate proficiency in using presentation software and equipment.</td>
</tr>
<tr>
<td>01.01</td>
<td>Produce a presentation that includes music, animation, and digital photography and present it using a projection system.</td>
</tr>
<tr>
<td>01.02</td>
<td>Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.</td>
</tr>
<tr>
<td>01.03</td>
<td>Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.</td>
</tr>
<tr>
<td>02.0</td>
<td>Demonstrate proficiency in using digital photography and digital imaging.</td>
</tr>
<tr>
<td>02.01</td>
<td>Demonstrate knowledge of ethics related to digital imaging, and legal and consent issues.</td>
</tr>
<tr>
<td>02.02</td>
<td>Apply effective design principles in digital photography compositions.</td>
</tr>
<tr>
<td>02.03</td>
<td>Illustrate the essence of an event, quote, or slogan through digital photography/imaging.</td>
</tr>
<tr>
<td>02.04</td>
<td>Demonstrate skill in using digital imaging software for image manipulation, color correction, and special effects to creatively convey a message or literary interpretation.</td>
</tr>
<tr>
<td>02.05</td>
<td>Demonstrate skill in scanning and cropping photographs.</td>
</tr>
<tr>
<td>03.0</td>
<td>Demonstrate proficiency in basic video production equipment.</td>
</tr>
<tr>
<td>03.01</td>
<td>Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.</td>
</tr>
<tr>
<td>03.02</td>
<td>Demonstrate understanding of digital video storage media and file types.</td>
</tr>
<tr>
<td>03.03</td>
<td>Identify and select microphones for production needs.</td>
</tr>
<tr>
<td>03.04</td>
<td>Determine appropriate lighting needs for production settings.</td>
</tr>
<tr>
<td>03.05</td>
<td>Create a short video for publishing on the web.</td>
</tr>
<tr>
<td>04.0</td>
<td>Demonstrate skill in using video production software.</td>
</tr>
<tr>
<td>04.01</td>
<td>Demonstrate knowledge of the digital video software interface.</td>
</tr>
<tr>
<td>04.02</td>
<td>Demonstrate ability to edit, cut, erase, and insert video.</td>
</tr>
<tr>
<td>04.03</td>
<td>Edit video as needed to achieve desired message and length.</td>
</tr>
<tr>
<td>04.04</td>
<td>Demonstrate skill in using video effects and plug-ins.</td>
</tr>
<tr>
<td>04.05</td>
<td>Describe a first complete run-through of the video production process.</td>
</tr>
<tr>
<td>04.06</td>
<td>Characterize the qualities of effective communication in a completed video.</td>
</tr>
<tr>
<td>04.07</td>
<td>Prepare a video project for final compositing and export.</td>
</tr>
<tr>
<td>04.08</td>
<td>Upload finished video files to a website.</td>
</tr>
<tr>
<td>05.0</td>
<td>Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.</td>
</tr>
<tr>
<td>05.01</td>
<td>Characterize effective writing styles and conventions for the web.</td>
</tr>
</tbody>
</table>

**Articulate a position on a health-related issue and support it with accurate health information.**

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**Use the accepted rules governing a specific format to create quality work.**

**Use appropriate voice and tone when speaking or writing.**

**Clarifications:**

- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELA.K12.EE.1:**

- Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4:**

- Students must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6:**

- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to do quality work.

**Education Technology Standards for Student Success (K-12):**

**01.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.**

**02.0 Demonstrate proficiency in using presentation software and equipment.**

**03.0 Demonstrate proficiency in basic video production equipment.**

**04.0 Demonstrate skill in using video production software.**

**05.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.**

**05.01 Characterize effective writing styles and conventions for the web.**

**05.02 Use the accepted rules governing a specific format to create quality work.**

**05.03 Use appropriate voice and tone when speaking or writing.**

**Bullying**

For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to do quality work. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Digital Media Literacy**

- Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.

**Graphic Design**

- Determine appropriate lighting needs for production settings.

- Create a short video for publishing on the web.

**Internet Safety**

- Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.

**Multimedia Design**

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Presentation Software**

- Use the accepted rules governing a specific format to create quality work.

**Presentation Skills**

- Use appropriate voice and tone when speaking or writing.

**Social Media**

- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to do quality work.

**Technology**

- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must have instruction in how to effectively present information to do quality work.

**Video Production Software**

- Use appropriate voice and tone when speaking or writing.
05.02 Use word processing software to create effective written content for the web.
05.03 Use graphics software to create and prepare various types of graphical content for use on a webpage.
05.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clip art, CD-ROMs).
05.05 Create and edit images using image or graphic design software.

Special Notes:
Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| SS.68.HE.1.1: | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
- Students will analyze how antisemitism led to and contributed to the Holocaust.  
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |
| SS.7.CG.1.1: | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.  
- Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).  
- Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).  
- Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.  
- Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic. |
| SS.7.CG.1.2: | Trace the principles underlying America's founding ideas on law and government.  
- Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).  
- Students will explain why religious liberty is a protected right. |
| SS.7.CG.1.3: | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.  
- Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government). |
| SS.7.CG.1.4: | Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.  
- Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.  
- Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.  
- Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers. |
| SS.7.CG.1.5: | Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.  
- Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).  
- Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence. |
| SS.7.CG.1.6: | Analyze the ideas and grievances set forth in the Declaration of Independence.  
- Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).  
- Students will explain the concept of natural rights as expressed in the Declaration of Independence.  
- Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.  
- Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.  
- Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.  
- Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures). |
| SS.7.CG.1.7: | Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.  
- Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states). |
| SS.7.CG.1.8: | Explain the purpose of the Preamble to the U.S. Constitution.  
- Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).  
- Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).  
- Students will recognize that the intention of the phrase “We the People” means that government depends on the people for its power and exists...
Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.
- Students will explain the concept of limited government in the U.S. Constitution.
- Students will describe and distinguish between separation of powers and checks and balances.
- Students will analyze how government power is limited by separation of powers and/or checks and balances.
- Students will recognize examples of separation of powers and checks and balances.
- Students will recognize the influence of the U.S. Constitution on the development of other governments.

Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.
- Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.
- Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States.
- Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.
- Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.
- Students will analyze the meaning and importance of due process in the United States legal system.
- Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.
- Students will define citizenship as stated in the 14th Amendment.
- Students will explain the process of becoming a naturalized citizen.
- Students will define permanent residency and explain its role in obtaining citizenship.
- Students will examine the impact of the naturalization process on society, government and the political process.

Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.
- Students will recognize the five freedoms protected by the First Amendment.
- Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.
- Students will use scenarios to identify rights protected by the Bill of Rights.
- Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

Explain the U.S. Constitution and the Bill of Rights safeguard individual rights.
- Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).
- Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).
- Students will use scenarios to examine the impact of limiting individual rights.
- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

Examine the election and voting process at the local, state and national levels.
- Students will explain how elections and voting impact citizens at the local, state and national levels.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

Identify the constitutional qualifications required to hold state and national office.
- Students will recognize the qualifications to seek election to local and state political offices.

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

Analyze media and political communications and identify examples of bias, symbolism and propaganda.
- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue and determining a course of action.
- Students will identify the appropriate level of government to resolve specific problems.
- Students will identify appropriate government agencies to address local or state problems.
- Students will analyze public policy alternatives to resolve local and state problems.

Analyze the advantages of the United States’ constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.
- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will identify different forms of government based on their political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.
- Students will explain how the application of checks and balances, consent of the governed, representative government, republicanism, rule of law and separation of powers distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.

| SS.7.CG.3.2: | Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism. |
| SS.7.CG.3.3: | Describe the structure and function of the three branches of government established in the U.S. Constitution. |
| SS.7.CG.3.4: | Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment. |
| SS.7.CG.3.5: | Explain the amendment process outlined in Article V of the U.S. Constitution. |
| SS.7.CG.3.6: | Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process. |
| SS.7.CG.3.7: | Explain the structure, functions and processes of the legislative branch of government. |
| SS.7.CG.3.8: | Explain the structure, functions and processes of the executive branch of government. |
| SS.7.CG.3.9: | Explain the structure, functions and processes of the judicial branch of government. |
| SS.7.CG.3.10: | Identify sources and types of law. |
| SS.7.CG.3.11: | Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution. |
| SS.7.CG.3.12: | Compare the U.S. and Florida constitutions. |
| SS.7.CG.3.13: | Explain government obligations to its citizens and services provided at the local, state and national levels. |
| SS.7.CG.3.14: | Explain the purpose and function of the Electoral College in electing the President of the United States. |
| SS.7.CG.3.15: | Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens. |
| SS.7.CG.4.1: | Explain the relationship between U.S. foreign and domestic policy. |
Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest. Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization). Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

Describe examples of the United States' actions and reactions in international conflicts. Students will identify specific examples of and the reasons for United States' involvement in international conflicts. Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States. Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

Mathematicians who participate in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others: Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways: Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency: Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency: Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: Communicate mathematical ideas, vocabulary and methods effectively. Analyze the mathematical thinking of others. Compare the efficiency of a method to those expressed by others. Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts: Focus on relevant details within a problem. Create plans and procedures to logically order events, steps or ideas to solve problems.
| **MA.K12.MTR.5.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| • Decompose a complex problem into manageable parts.     | Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
| • Relate previously learned concepts to new concepts.     | • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
| • Look for similarities among problems.                    | • Support students to develop generalizations based on the similarities found among problems.
| • Connect solutions of problems to more complicated large-scale situations. | • Provide opportunities for students to create plans and procedures to solve problems.
| | • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. |

| **MA.K12.MTR.6.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | Assess the reasonableness of solutions.
| Mathematics who assess the reasonableness of solutions:
| | • Estimate to discover possible solutions.
| | • Use benchmark quantities to determine if a solution makes sense.
| | • Check calculations when solving problems.
| | • Verify possible solutions by explaining the methods used.
| | • Evaluate results based on the given context.

| **MA.K12.MTR.7.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | Apply mathematics to real-world contexts.
| Mathematics who apply mathematics to real-world contexts:
| | • Connect mathematical concepts to everyday experiences.
| | • Use models and methods to understand, represent and solve problems.
| | • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

| **ELA.K12.EE.5.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | **ELA.K12.EE.4.1:**
| | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

| **ELA.K12.EE.3.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | Use the accepted rules governing a specific format to create quality work.

| **ELA.K12.EE.2.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | **ELA.K12.EE.1.1:**
| | Cite evidence to explain and justify reasoning.

| **Clarifications:** | **ELA.K12.EE.1.1:**
|---------------------|---------------------------------------------------------------|
| | **K-1** Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

| **ELA.K12.EE.2.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | **ELA.K12.EE.2.1:**
| | Read and comprehend grade-level complex texts proficiently.

| **Clarifications:** | **ELA.K12.EE.2.1:**
|---------------------|---------------------------------------------------------------|
| | **See Text Complexity for grade-level complexity bands and a text complexity rubric.**

| **ELA.K12.EE.3.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | **ELA.K12.EE.3.1:**
| | Make inferences to support comprehension.

| **Clarifications:** | **ELA.K12.EE.3.1:**
|---------------------|---------------------------------------------------------------|
| | **ELA.K12.EE.3.1:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

| **ELA.K12.EE.4.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | **ELA.K12.EE.4.1:**
| | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

| **Clarifications:** | **ELA.K12.EE.4.1:**
|---------------------|---------------------------------------------------------------|
| | **In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______” The collaborative conversations are becoming academic conversations.**
| | **In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.**

| **ELA.K12.EE.5.1:** | **Clarifications:**
|---------------------|---------------------------------------------------------------|
| | **ELA.K12.EE.5.1:**
| | Use the accepted rules governing a specific format to create quality work.

| **Clarifications:** | **ELA.K12.EE.5.1:**
|---------------------|---------------------------------------------------------------|
| | **Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they**
must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1: Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

H.E.7.P.8.2: Articulate a position on a health-related issue and support it with accurate health information.

H.E.7.P.8.2: Clarifications:
Bullying prevention, Internet safety, and nutritional choices.

**General Course Information and Notes**

**VERSION DESCRIPTION**

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

**GENERAL NOTES**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Digital Technologies** - The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

**Multimedia Technologies**

01.0 Demonstrate proficiency in using presentation software and equipment.

01.01 Produce a presentation that includes music, animation, and digital photography and present it using a projection system.
01.02 Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.
01.03 Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.

02.0 Demonstrate proficiency in using digital photography and digital imaging.

02.01 Demonstrate knowledge of ethics related to digital imaging, and legal and consent issues.
02.02 Apply effective design principles in digital photography compositions.
02.03 Illustrate the essence of an event, quote, or slogan through digital photography/imaging.
02.04 Demonstrate skill in using digital imaging software for image manipulation, color correction, and special effects to creatively convey a message or literary interpretation.
02.05 Demonstrate skill in scanning and cropping photographs.

03.0 Demonstrate proficiency in basic video production equipment.

03.01 Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.
03.02 Demonstrate understanding of digital video storage media and file types.
03.03 Identify and select microphones for production needs.
03.04 Determine appropriate lighting needs for production settings.
03.05 Create a short video for publishing on the web.

04.0 Demonstrate skill in using video production software.

04.01 Demonstrate knowledge of the digital video software interface.
04.02 Demonstrate ability to edit, cut, erase, and insert video.
04.03 Edit video as needed to achieve desired message and length.
04.04 Demonstrate skill in using video effects and plug-ins.
04.05 Describe a first complete run-through of the video production process
04.06 Characterize the qualities of effective communication in a completed video
04.07 Prepare a video project for final compositing and export.
04.08 Upload finished video files to a website.

05.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.
05.01 Characterize effective writing styles and conventions for the web.
05.02 Use word processing software to create effective written content for the web.
05.03 Use graphics software to create and prepare various types of graphical content for use on a webpage.
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4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106029
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: M/J CIV & DIG TECH
Course Length: Year (Y)
Course Attributes:
- Class Size Core Required
Course Level: 2
Course Status: Draft - Course Pending Approval
Grade Levels: 6,7,8

Educator Certifications
- Political Science (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)
# M/J Law Studies (#2106030) 2015 - 2022 (current)

## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| SS.7.C.1.1 | Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.2 | Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.4 | Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.1.7 | Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.2.2 | Examine the impact of media, individuals, and interest groups on monitoring and influencing government.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.2.3 | Experience the responsibilities of citizens at the local, state, or federal levels.  
**Clarifications:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| SS.7.C.2.4 | Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.2.5 | Distinguish how the Constitution safeguards and limits individual rights.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.7.C.2.6 | Simulate the trial process and the role of juries in the administration of justice.  
**Clarifications:** This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
SS.7.C.2.11: Analyze media and political communications (bias, symbolism, propaganda).

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.3: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.5: Explain the Constitutional amendment process.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.

**Clarifications:**
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>SS.7.C.3.10:</th>
<th>Identify sources and types (civil, criminal, constitutional, military) of law.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.3.11:</th>
<th>Diagram the levels, functions, and powers of courts at the state and federal levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SS.7.C.3.13:</th>
<th>Compare the constitutions of the United States and Florida.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.3.14:</th>
<th>Differentiate between local, state, and federal governments’ obligations and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.G.6.1:</th>
<th>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are population density, changes in census data, and district reapportionment over time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAFS.68.RH.1.1:</th>
<th>Cite specific textual evidence to support analysis of primary and secondary sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.68.RH.1.2:</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
</tr>
<tr>
<td>LAFS.68.RH.1.3:</td>
<td>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</td>
</tr>
<tr>
<td>LAFS.68.RH.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
</tr>
<tr>
<td>LAFS.68.RH.2.5:</td>
<td>Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
</tr>
<tr>
<td>LAFS.68.RH.2.6:</td>
<td>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
</tr>
<tr>
<td>LAFS.68.RH.3.7:</td>
<td>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
</tr>
<tr>
<td>LAFS.68.RH.3.8:</td>
<td>Distinguish among fact, opinion, and reasoned judgment in a text.</td>
</tr>
<tr>
<td>LAFS.68.RH.3.9:</td>
<td>Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
<tr>
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</tr>
<tr>
<td>LAFS.68.RH.3.10:</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>LAFS.68.RH.3.11:</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>LAFS.68.RH.3.12:</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>LAFS.68.RH.3.13:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LAFS.68.RH.3.15:</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
</tbody>
</table>

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**Clarifications:**

LAFS.68.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.68.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.RH.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.68.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.68.RH.2.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.68.RH.2.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.68.RH.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.RH.3.10: Write arguments focused on discipline-specific content.

LAFS.68.RH.3.11: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LAFS.68.RH.3.12: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LAFS.68.RH.3.13: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.RH.3.14: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.RH.3.15: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.6.WHST.3.9</td>
<td>Write evidence from informational texts to support analysis reflection, and research.</td>
</tr>
<tr>
<td>LAFS.6.WHST.4.10</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>LAFS.6.WHST.4.11</td>
<td>a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>LAFS.6.WHST.4.12</td>
<td>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>LAFS.6.WHST.4.13</td>
<td>c. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
</tr>
<tr>
<td>LAFS.6.WHST.4.14</td>
<td>d. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
</tr>
<tr>
<td>LAFS.7.SL.1.2</td>
<td>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</td>
</tr>
<tr>
<td>LAFS.7.SL.1.3</td>
<td>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
</tr>
<tr>
<td>LAFS.7.SL.2.4</td>
<td>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</td>
</tr>
<tr>
<td>MAFS.6.SP.1.1</td>
<td>Understand a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</td>
</tr>
<tr>
<td>MAFS.6.SP.1.2</td>
<td>Understand the mean absolute deviation (MAD) as a measure of variation and interpret it as the average distance between the data and the mean.</td>
</tr>
<tr>
<td>MAFS.6.SP.1.3</td>
<td>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</td>
</tr>
<tr>
<td>MAFS.K12.MP.1.1</td>
<td>Make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>MAFS.K12.MP.3.1</td>
<td>Construct viable arguments and critique the reasoning of others.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SL.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SL.1</td>
<td>Articulate a position on a health-related issue and support it with accurate health information.</td>
</tr>
</tbody>
</table>

**Clarifications:**

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
GENERAL Course Information and Notes

GENERAL NOTES

M/J Law Studies – The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

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<th>Course Number: 2106030</th>
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<tbody>
<tr>
<td>Course Path: Section: Grades PreK to 12 Education</td>
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<tr>
<td>Courses: &gt;Grade Group: Grades 6 to 8 Education</td>
</tr>
<tr>
<td>Courses: &gt;Subject: Social Studies &gt;SubSubject: Political Sciences &gt;</td>
</tr>
<tr>
<td>Abbreviated Title: M/J LAW STUDIES</td>
</tr>
<tr>
<td>Course Length: Year (Y)</td>
</tr>
<tr>
<td>Course Attributes:</td>
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<tr>
<td>• Class Size Core Required</td>
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<tr>
<td>Course Level: 2</td>
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Course Status: Course Approved
Grade Level(s): 6,7,8

Educator Certifications

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Political Science (Grades 6-12)</td>
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<td>Social Science (Grades 5-9)</td>
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<td>Social Science (Grades 6-12)</td>
</tr>
<tr>
<td>Law (Secondary Grades 7-12)</td>
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<td>Name</td>
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<tr>
<td>SS.7.C.1.1</td>
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<td>SS.7.C.1.2</td>
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<tr>
<td>SS.7.C.1.4</td>
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<td>SS.7.C.1.7</td>
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<td>SS.7.C.1.9</td>
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<td>SS.7.C.2.2</td>
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<td>SS.7.C.2.3</td>
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<td>SS.7.C.2.4</td>
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<td>SS.7.C.2.5</td>
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<td>SS.7.C.2.6</td>
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<tr>
<td>SS.7.C.2.10</td>
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</tbody>
</table>
SS.7.C.2.11: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.


SS.7.C.2.13: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

SS.7.C.3.1: Compare parliamentary, federal, confederal, and unitary systems of government.

SS.7.C.3.2: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

SS.7.C.3.3: Identify the relationship and division of powers between the federal government and state governments.

SS.7.C.3.4: Explain the Constitutional amendment process.

SS.7.C.3.5: Evaluate Constitutional rights and their impact on individuals and society.

SS.7.C.3.6: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

SS.7.C.3.7: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

SS.7.C.3.8: Illustrate the law making process at the local, state, and federal levels.

SS.7.C.3.9: Analyze media and political communications (bias, symbolism, propaganda).

Clarifications:
This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td><strong>Clariﬁcations:</strong></td>
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<tr>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.3.13: Compare the constitutions of the United States and Florida.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Speciﬁcations pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>Examples are population density, changes in census data, and district reapportionment over time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td>- Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td>- Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>- Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td>- Develop students' ability to analyze and problem solve.</td>
</tr>
<tr>
<td>- Recognize students' effort when solving challenging problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
</tr>
<tr>
<td>- Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
</tr>
<tr>
<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1: Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>- Complete tasks accurately and with conﬁdence.</td>
</tr>
<tr>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
</tbody>
</table>
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1:</td>
<td>Make inferences to support comprehension.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
<tr>
<td>ELA.K12.EE.4.1:</td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
<tr>
<td>ELA.K12.EE.5.1:</td>
<td>Use the accepted rules governing a specific format to create quality work.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
<tr>
<td>ELA.K12.EE.6.1:</td>
<td>Use appropriate voice and tone when speaking or writing.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
<tr>
<td>HE.7.P.8.2:</td>
<td>Articulate a position on a health-related issue and support it with accurate health information.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Bullying prevention, Internet safety, and nutritional choices.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

**M/J Law Studies** – The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps students learn:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
**Educator Certifications**

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
</tr>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Political Science (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Law (Secondary Grades 7-12)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.68.HE.1.1:</td>
<td>Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. Students will analyze how antisemitism led to and contributed to the Holocaust. Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).</td>
</tr>
<tr>
<td>SS.7.CG.1.3:</td>
<td>Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government. Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government).</td>
</tr>
<tr>
<td>SS.7.CG.1.4:</td>
<td>Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding. Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract. Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government. Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</td>
</tr>
<tr>
<td>SS.7.CG.1.6:</td>
<td>Analyze the ideas and grievances set forth in the Declaration of Independence. Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness). Students will explain the concept of natural rights as expressed in the Declaration of Independence. Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government. Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of the governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government. Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations. Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).</td>
</tr>
<tr>
<td>SS.7.CG.1.9:</td>
<td>Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law. Students will explain the concept of limited government in the U.S. Constitution. Students will describe and distinguish between separation of powers and checks and balances. Students will analyze how government power is limited by separation of powers and/or checks and balances. Students will recognize examples of separation of powers and checks and balances. Students will recognize the influence of the U.S. Constitution on the development of other governments.</td>
</tr>
<tr>
<td>SS.7.CG.1.11:</td>
<td>Define the rule of law and recognize its influence on the development of legal, political and governmental systems in the United States. Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not. Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power. Students will analyze the meaning and importance of due process in the United States legal system. Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).</td>
</tr>
<tr>
<td>SS.7.CG.2.2:</td>
<td>Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society. Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government and running for office. Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship. Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government. Students will use scenarios to assess specific obligations of citizens. Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.</td>
</tr>
<tr>
<td>SS.7.CG.2.3:</td>
<td>Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution. Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution. Students will recognize the five freedoms protected by the First Amendment. Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions. Students will use scenarios to identify rights protected by the Bill of Rights. Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.</td>
</tr>
<tr>
<td>SS.7.CG.2.4:</td>
<td>Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights. Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience). Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).</td>
</tr>
</tbody>
</table>
Students will use scenarios to examine the impact of limiting individual rights.

- Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.

SS.7.CG.2.5:
Describe the trial process and the role of juries in the administration of justice at the state and federal levels.

- Students will explain types of jury trials, how juries are selected and why jury trials are important.
- Students will identify methods used by the media to monitor and influence government (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).
- Students will identify methods used by interest groups to monitor and influence government.

SS.7.CG.2.8:
Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

- Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).
- Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).

SS.7.CG.2.9:
Analyze media and political communications and identify examples of bias, symbolism and propaganda.

- Students will use scenarios to identify bias, symbolism and propaganda.
- Students will evaluate how bias, symbolism and propaganda can impact public opinion.

SS.7.CG.2.10:
Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.

- Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).
- Students will identify different forms of government based on their political philosophy or organizational structure.
- Students will analyze scenarios describing various forms of government.

SS.7.CG.3.1:
Identify sources and types of law.

- Students will recognize natural, constitutional, statutory, case and common law as sources of law.
- Students will compare the trial and appellate processes.
- Students will distinguish between the structure, functions and powers of courts at the state and federal levels.
- Students will recognize the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.
- Students will compare the trial and appellate processes.

SS.7.CG.3.2:
Describe the structure and function of the three branches of government established in the U.S. Constitution.

- Students will recognize the structure of the legislative, executive and judicial branches.
- Students will compare the roles and responsibilities of the three branches of the national government.
- Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

SS.7.CG.3.3:
Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

- Students will describe the system of federalism as established by the U.S. Constitution.
- Students will analyze how federalism limits government power.
- Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

SS.7.CG.3.4:
Explain the amendment process outlined in Article V of the U.S. Constitution.

- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.

SS.7.CG.3.5:
Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

- Students will recognize how these amendments expanded civil rights to African Americans, women and young people.
- Students will evaluate the impact these amendments have had on American society.
- Students will examine how these amendments increased participation in the political process.

SS.7.CG.3.6:
Explain the structure, functions and processes of the legislative branch of government.

- Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).
- Students will compare local, state and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).
- Students will compare and contrast the lawmaking process at the local, state and national levels.

SS.7.CG.3.7:
Identify sources and types of law.

- Students will explain how historical codes of law influenced the United States.
- Students will recognize civil, criminal, constitutional and/or military types of law.

SS.7.CG.3.10:
Analyze the effects of landmark Supreme Court decisions on law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).
- Students will use primary sources to assess the significance of each U.S. Supreme Court case.
- Students will evaluate the impact of each case on society.
Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

**SS.7.CG.3.12:**
- Compare the U.S. and Florida constitutions.
- Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles and amendments).
- Students will compare the amendment process of the U.S. and Florida Constitutions.
- Students will recognize the U.S. Constitution as the supreme law of the land.

**SS.7.CG.3.13:**
- Explain government obligations to its citizens and the services provided at the local, state and national levels.
- Students will describe and classify specific services provided by local, state and national governments.
- Students will compare the powers and obligations of local, state and national governments.

**SS.7.G.6.1:**
- Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Clarifications:**
Examples are population density, changes in census data, and district reapportionment over time.

**MA.K12.MTR.1.1:**
- Students will compare the powers and obligations of local, state and national governments.
- Students will describe and classify specific services provided by local, state and national governments.
- Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

**MA.K12.MTR.2.1:**
- Demonstrate understanding by representing problems in multiple ways.
- Mathematicians who demonstrate understanding by representing problems in multiple ways:
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**
- Complete tasks with mathematical fluency.
- Mathematicians who complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

**Clarifications:**
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
Focus on relevant details within a problem.
Create plans and procedures to logically order events, steps or ideas to solve problems.
Decompose a complex problem into manageable parts.
Relate previously learned concepts to new concepts.
Look for similarities among problems.
Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarden, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.
General Course Information and Notes

GENERAL NOTES

M/J Law Studies – The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate information, ideas, and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

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<tr>
<td>Course Number:</td>
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<tr>
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Course Standards

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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.6.C.1.1:</td>
<td>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.</td>
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<tr>
<td>SS.6.C.1.2:</td>
<td>Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</td>
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<tr>
<td>SS.6.C.2.1:</td>
<td>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</td>
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<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
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<tr>
<td>SS.6.E.1.2:</td>
<td>Describe and identify traditional and command economies as they appear in different civilizations.</td>
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<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
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<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<tr>
<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<tr>
<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.1.4:</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
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<tr>
<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are major rivers, seas, oceans.</td>
</tr>
<tr>
<td>SS.6.G.1.7:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.1:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.2:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are city-states, provinces, kingdoms, empires.</td>
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<tr>
<td>SS.6.G.2.3:</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</td>
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<tr>
<td>SS.6.G.2.4:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Egypt, Rome, Greece, China, Kush.</td>
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<tr>
<td>SS.6.G.2.5:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are China limits and Greece invites.</td>
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<tr>
<td>SS.6.G.2.6:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Phoenicia on Greece and Greece on Rome.</td>
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<td>SS.6.G.2.7:</td>
<td>Interpret choropleth or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1:</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
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</table>
Explain how family and ethnic relationships influenced ancient cultures.

Analyze the cultural impact the ancient Phoenicians had on the

Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

Describe the roles of historians and recognize varying historical interpretations (historiography).

Use geographic terms and tools to explain why ancient civilizations

Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

Describe how history transmits culture and heritage and provides models of human character.

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

Map and analyze the impact of the spread of various belief systems in the ancient world.

Identify the methods used to compensate for the scarcity of resources in the ancient world.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

Identify the characteristics of civilization.

Compare the economic, political, social, and religious institutions of ancient river civilizations.

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

Summarize important achievements of Egyptian civilization.

Summarize the important achievements of Mesopotamian civilization.

Determine the impact of key figures from ancient Mesopotamian civilizations.

Determine the contributions of key figures from ancient Egypt.

Determine the impact of key figures from ancient Mesopotamian civilizations.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.
SS.6.W.3.5: Clarifications:
Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

SS.6.W.3.6: Determine the impact of key figures from ancient Greece.
Clarifications:
Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.

SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
Clarifications:
Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.

SS.6.W.3.8: Determine the impact of significant figures associated with ancient Rome.
Clarifications:
Examples are Augustus, Cicero, Cincinnatus, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.

SS.6.W.3.9: Explain the impact of the Punic Wars on the development of the Roman Empire.

SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.W.3.11: Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

SS.6.W.3.12: Explain the causes for the growth and longevity of the Roman Empire.
Clarifications:
Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.

SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
Clarifications:
Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
Clarifications:
Examples are art and architecture, engineering, law, literature, technology.

SS.6.W.3.15: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
Clarifications:
Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.


Clarifications:
Examples are education, law, medicine, religion, science.

SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
Clarifications:
Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
Clarifications:
Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.

SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
Clarifications:
Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.

SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
Clarifications:
Examples are The Analects.

SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
Clarifications:
Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

SS.6.W.4.8: Describe the contributions of classical and post classical China.
Clarifications:
Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

SS.6.W.4.9: Identify key figures from classical and post classical China.
Clarifications:
Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.

SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.


LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.6.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.6.RH.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.6.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.6.RH.2.5: Describe how a text presents information (e.g., sequentially, causally).

LAFS.6.RH.2.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.6.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.6.RH.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.RH.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.6.WHST.1.1: Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.6.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.6.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.6.WHST.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.6.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.6.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

LAFS.6.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAPS.6.SP.2.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Standard Relation to Course: Supporting

Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students...
MAFS.K12.MP.1.1: might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

GENERAL COURSE INFORMATION AND NOTES

GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lesson.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and
concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4D CGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

**Course Number:** 2109010

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
**Abbreviated Title:** M/J WORLD HIST

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Course Level:** 2

Educator Certifications

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Explain how family and ethnic relationships influenced ancient cultures.

Use maps to trace significant migrations, and analyze their results.

Clarifications:
- Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

Map and analyze the impact of the spread of various belief systems in the ancient world.

Identify the methods used to compensate for the scarcity of resources in the ancient world.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Compare the roles of historians and recognize varying historical interpretations (historiography).

Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

Interpret primary and secondary sources.

Use geographic terms and tools to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.


Use timelines to identify chronological order of historical events.

Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

Describe how history transmits culture and heritage and provides models of human character.

Identify the characteristics of civilization.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Determine the impact of key figures from ancient Mesopotamian civilizations.

Determine the contributions of key figures from ancient Egypt.

Summarize the important achievements of Mesopotamian civilization.

Summarize the important achievements of Egyptian civilization.

Summarize important achievements of Mesopotamian civilization.

Summarize the important achievements of Egyptian civilization.

Compare the economic, political, social, and religious institutions of ancient river civilizations.

Identify the economic, political, social, and religious institutions of ancient river civilizations.

Determine the contributions of key figures from ancient Egypt.

Determine the impact of key figures from ancient Mesopotamian civilizations.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime trade, commerce (purple dye, tin), and written (alphabet).

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

Analyze the impact of human populations on the ancient world's ecosystems.

Examples are terracing, seasonal crop rotations, resource development.
| SS.6.W.3.4 | Explain the causes and effects of the Persian and Peloponnesian Wars. |
| SS.6.W.3.5 | Clarifications: Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare. |
| SS.6.W.3.6 | Determine the impact of key figures from ancient Greece. |
| SS.6.W.3.8 | Determine the impact of significant figures associated with ancient Rome. |
| SS.6.W.3.9 | Explain the impact of the Punic Wars on the development of the Roman Empire. |
| SS.6.W.3.10 | Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). |
| SS.6.W.3.11 | Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. |
| SS.6.W.3.12 | Clarifications: Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks. |
| SS.6.W.3.13 | Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. |
| SS.6.W.3.14 | Describe the key achievements and contributions of Roman civilization. |
| SS.6.W.3.15 | Clarifications: Examples are art and architecture, engineering, law, literature, technology. |
| SS.6.W.3.16 | Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. |
| SS.6.W.3.17 | Clarifications: Examples are education, law, medicine, religion, science. |
| SS.6.W.3.18 | Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia. |
| SS.6.W.4.1 | Discuss the significance of Aryan and other tribal migrations on Indian civilization. |
| SS.6.W.4.2 | Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. |
| SS.6.W.4.3 | Clarifications: Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha. |
| SS.6.W.4.4 | Recognize the political and cultural achievements of the Mauryan and Gupta empires. |
| SS.6.W.4.5 | Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. |
| SS.6.W.4.6 | Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path. |
| SS.6.W.4.7 | Summarize the important achievements and contributions of ancient Indian civilization. |
| SS.6.W.4.8 | Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero. |
| SS.6.W.4.9 | Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. |
| SS.6.W.4.10 | Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. |
| SS.6.W.4.11 | Identify key figures from classical and post classical China. |
| SS.6.W.4.12 | Clarifications: Examples are education, law, medicine, religion, science. |
| SS.6.W.4.13 | Describe the contributions of classical and post classical China. |
| SS.6.W.4.14 | Examples are education, law, medicine, religion, science. |
| SS.6.W.4.15 | Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path. |
| SS.6.W.4.16 | Summarize the important achievements and contributions of ancient Indian civilization. |
| SS.6.W.4.17 | Examples are education, law, medicine, religion, science. |
| SS.6.W.4.18 | Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path. |
| SS.6.W.4.19 | Summarize the important achievements and contributions of ancient Indian civilization. |
| SS.6.W.4.20 | Examples are education, law, medicine, religion, science. |
| SS.6.W.4.21 | Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path. |
| SS.6.W.4.22 | Summarize the important achievements and contributions of ancient Indian civilization. |
| SS.6.W.4.23 | Examples are education, law, medicine, religion, science. |
| SS.6.W.4.24 | Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path. |
| SS.6.W.4.25 | Summarize the important achievements and contributions of ancient Indian civilization. |
| SS.6.W.4.26 | Examples are education, law, medicine, religion, science. |
| SS.6.W.4.27 | Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path. |
| SS.6.W.4.28 | Summarize the important achievements and contributions of ancient Indian civilization. |
| SS.6.W.4.29 | Examples are education, law, medicine, religion, science. |
| SS.6.W.4.30 | Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path. |
| SS.6.W.4.31 | Summarize the important achievements and contributions of ancient Indian civilization. |
| SS.6.W.4.32 | Examples are education, law, medicine, religion, science. |
Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
General Course Information and Notes

GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

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English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2109010
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject:
World and Eastern Hemispheric Histories >
Abbreviated Title: M/J WORLD HIST
Course Length: Year (Y)
Course Attributes:
• Class Size Core Required
Course Level: 2

Course Status: State Board Approved
Grade Level(s): 6,7,8

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.CG.1.1:</td>
<td>Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States’ constitutional republic.</td>
</tr>
<tr>
<td>SS.6.CG.1.2:</td>
<td>Analyze the influence of ancient Rome on the United States’ constitutional republic.</td>
</tr>
<tr>
<td>SS.6.CG.1.4:</td>
<td>Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.</td>
</tr>
<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.2:</td>
<td>Describe and identify traditional and command economies as they appear in different civilizations.</td>
</tr>
<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
</tr>
<tr>
<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.1.4:</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td>SS.6.G.1.7:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>SS.6.G.2.1:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.2:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.3:</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.4:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
<tr>
<td>SS.6.G.2.5:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
</tr>
</tbody>
</table>
**SS.6.G.2.6:** Clarifications: Examples are Phoenicia on Greece and Greece on Rome.

**SS.6.G.2.7:** Clarifications: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

**SS.6.G.2.8:** Clarifications: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

**SS.6.G.3.1:** Clarifications: Examples are terracing, seasonal crop rotations, resource development.

**SS.6.G.3.2:** Clarifications: Examples are desertification, deforestation, abuse of resources, erosion.

**SS.6.G.4.1:** Clarifications: Explain how family and ethnic relationships influenced ancient cultures.

**SS.6.G.4.2:** Clarifications: Use maps to trace significant migrations, and analyze their results.

**SS.6.G.4.3:** Clarifications: Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

**SS.6.G.4.4:** Clarifications: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**SS.6.G.4.5:** Clarifications: Map and analyze the impact of the spread of various belief systems in the ancient world.

**SS.6.G.5.1:** Clarifications: Examples are water in the Middle East, fertile soil, fuel.

**SS.6.G.5.2:** Clarifications: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**SS.6.G.5.3:** Clarifications: Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.


**SS.6.G.6.2:** Clarifications: Compare maps of the world in ancient times with current political maps.

**SS.6.W.1.1:** Clarifications: Use timelines to identify chronological order of historical events.

**SS.6.W.1.2:** Clarifications: Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

**SS.6.W.1.3:** Clarifications: Interpret primary and secondary sources.

**SS.6.W.1.4:** Clarifications: Describe the methods of historical inquiry and how history relates to the other social sciences.

**SS.6.W.1.5:** Clarifications: Examples are archaeology, geography, political science, economics.

**SS.6.W.1.6:** Clarifications: Describe the roles of historians and recognize varying historical interpretations (historiography).

**SS.6.W.2.1:** Clarifications: Describe how history transmits culture and heritage and provides models of human character.

**SS.6.W.2.2:** Clarifications: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

**SS.6.W.2.3:** Clarifications: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

**SS.6.W.2.4:** Clarifications: Identify the characteristics of civilization.

**SS.6.W.2.5:** Clarifications: Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

**SS.6.W.2.6:** Clarifications: Examples are Nile, Tigris-Euphrates, Indus, Huang He.

**SS.6.W.2.7:** Clarifications: Summarize important achievements of Egyptian civilization.

**SS.6.W.2.8:** Clarifications: Determine the contributions of key figures from ancient Egypt.

**SS.6.W.2.9:** Clarifications: Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

**SS.6.W.2.10:** Clarifications: Summarize the important achievements of Mesopotamian civilization.

**SS.6.W.2.11:** Clarifications: Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

**SS.6.W.2.12:** Clarifications: Determine the impact of key figures from ancient Mesopotamian civilizations.

**SS.6.W.2.13:** Clarifications: Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

**SS.6.W.2.14:** Clarifications: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

**SS.6.W.2.15:** Clarifications: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.W.2.10</td>
<td>Examples are Olmec, Zapotec, Chavin.</td>
</tr>
<tr>
<td>SS.6.W.3.1</td>
<td>Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</td>
</tr>
<tr>
<td>SS.6.W.3.2</td>
<td>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</td>
</tr>
<tr>
<td>SS.6.W.3.4</td>
<td>Explain the causes and effects of the Persian and Peloponnesian Wars.</td>
</tr>
<tr>
<td>SS.6.W.3.5</td>
<td>Summarize the important achievements and contributions of ancient Greek civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.6</td>
<td>Determine the impact of key figures from ancient Greece.</td>
</tr>
<tr>
<td>SS.6.W.3.7</td>
<td>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</td>
</tr>
<tr>
<td>SS.6.W.3.8</td>
<td>Describe the earliest achievements and contributions of classical and post classical China.</td>
</tr>
<tr>
<td>SS.6.W.3.9</td>
<td>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</td>
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<tr>
<td>SS.6.W.3.10</td>
<td>Summarize the important achievements and contributions of ancient Indian civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.11</td>
<td>Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</td>
</tr>
<tr>
<td>SS.6.W.3.12</td>
<td>Explain the causes for the growth and longevity of the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.13</td>
<td>Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.</td>
</tr>
<tr>
<td>SS.6.W.3.14</td>
<td>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.15</td>
<td>Describe the key achievements and contributions of Roman civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.16</td>
<td>Explain the spread and influence of the Latin language on Western Civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.17</td>
<td>Describe the political and cultural achievements of the Mauryan and Gupta empires.</td>
</tr>
<tr>
<td>SS.6.W.3.18</td>
<td>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</td>
</tr>
<tr>
<td>SS.6.W.4.1</td>
<td>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</td>
</tr>
<tr>
<td>SS.6.W.4.2</td>
<td>Recognize the political and cultural achievements of the Mauryan and Gupta empires.</td>
</tr>
<tr>
<td>SS.6.W.4.3</td>
<td>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</td>
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<td>SS.6.W.4.4</td>
<td>Summarize the important achievements and contributions of ancient Indian civilization.</td>
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<td>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</td>
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<td>Describe the contributions of classical and post classical China.</td>
</tr>
<tr>
<td>SS.6.W.4.8</td>
<td>Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</td>
</tr>
<tr>
<td>SS.6.W.4.9</td>
<td>Examples are aristocracy, democracy, republic, constitutional monarchy.</td>
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<td>SS.6.W.5.1</td>
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<tr>
<td>SS.6.W.5.3</td>
<td>Describe the contributions of classical and post classical China.</td>
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</table>

Page 663 of 2160
Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

Identify key figures from classical and post classical China.

Clarifications:
Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.

Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

MA.K12.MTR.5.1:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Read and comprehend grade-level complex texts proficiently.**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____. “ The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**
- **Clarifications:**
  - Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.6.1:**
- **Clarifications:**
  - In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SI.1:**
- **Clarifications:**
  - Language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

English language learners communicate information, ideas, and concepts for academic success in the content area of Social Studies.

**HE.6.C.2.4:**
- **Clarifications:**
  - Investigate school and public health policies that influence health promotion and disease prevention.

### General Course Information and Notes

#### GENERAL NOTES

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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### GENERAL INFORMATION

**Course Number:** 2109010

<table>
<thead>
<tr>
<th>Course Path: Section: Grades PreK to 12 Education</th>
<th>Courses: Grades 6 to 8 Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses &gt; Grade Group:</strong> Social Studies &gt; SubSubject: World and Eastern Hemispheric Histories</td>
<td><strong>Course Length:</strong> Year (Y)</td>
</tr>
<tr>
<td><strong>Abbreviated Title:</strong> M/J WORLD HIST</td>
<td><strong>Course Attributes:</strong></td>
</tr>
<tr>
<td><strong>Course Attributes:</strong></td>
<td>- Class Size Core Required</td>
</tr>
<tr>
<td><strong>Course Attributes:</strong></td>
<td><strong>Course Level:</strong> 2</td>
</tr>
</tbody>
</table>

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8
## Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
<td></td>
</tr>
<tr>
<td>History (Grades 6-12)</td>
<td></td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
<td></td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Elementary Education (Grades K-6)</td>
<td></td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
<td></td>
</tr>
</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.C.1.1:</td>
<td>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.</td>
</tr>
<tr>
<td>SS.6.C.1.2:</td>
<td>Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</td>
</tr>
<tr>
<td>SS.6.C.2.1:</td>
<td>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</td>
</tr>
<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.2:</td>
<td>Describe and identify traditional and command economies as they appear in different civilizations.</td>
</tr>
<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
</tr>
<tr>
<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
</tr>
<tr>
<td>SS.6.G.1.4:</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
</tr>
<tr>
<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
</tr>
<tr>
<td>SS.6.G.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are major rivers, seas, oceans.</td>
</tr>
<tr>
<td>SS.6.G.1.7:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.1:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.2:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are city-states, provinces, kingdoms, empires.</td>
</tr>
<tr>
<td>SS.6.G.2.3:</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</td>
</tr>
<tr>
<td>SS.6.G.2.4:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Egypt, Rome, Greece, China, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.5:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are China limits and Greece invites.</td>
</tr>
<tr>
<td>SS.6.G.2.6:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Phoenicia on Greece and Greece on Rome.</td>
</tr>
<tr>
<td>SS.6.G.2.7</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.2</td>
<td>Analyze the impact of human populations on the ancient world’s ecosystems.</td>
</tr>
<tr>
<td>SS.6.G.3.4</td>
<td>Clarifications: Examples are terracing, seasonal crop rotations, resource development.</td>
</tr>
<tr>
<td>SS.6.G.4.1</td>
<td>Clarifications: Examples are desertification, deforestation, abuse of resources, erosion.</td>
</tr>
<tr>
<td>SS.6.G.4.4</td>
<td>Clarifications: Examples are Buddhism, Christianity, Judaism.</td>
</tr>
<tr>
<td>SS.6.G.5.1</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.5.2</td>
<td>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</td>
</tr>
<tr>
<td>SS.6.G.5.3</td>
<td>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</td>
</tr>
<tr>
<td>SS.6.G.5.4</td>
<td>Clarifications: Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</td>
</tr>
<tr>
<td>SS.6.G.6.2</td>
<td>Compare timelines of the world in ancient times with current political maps.</td>
</tr>
<tr>
<td>SS.6.W.1.1</td>
<td>Use timelines to identify chronological order of historical events.</td>
</tr>
<tr>
<td>SS.6.W.1.2</td>
<td>Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</td>
</tr>
<tr>
<td>SS.6.W.1.3</td>
<td>Interpret primary and secondary sources.</td>
</tr>
<tr>
<td>SS.6.W.1.4</td>
<td>Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
</tr>
<tr>
<td>SS.6.W.1.5</td>
<td>Clarifications: Examples are archaeology, geography, political science, economics.</td>
</tr>
<tr>
<td>SS.6.W.1.6</td>
<td>Describe how history transmits culture and heritage and provides models of human character.</td>
</tr>
<tr>
<td>SS.6.W.2.1</td>
<td>Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.</td>
</tr>
<tr>
<td>SS.6.W.2.2</td>
<td>Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.3</td>
<td>Identify the characteristics of civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.4</td>
<td>Compare the economic, political, social, and religious institutions of ancient river civilizations.</td>
</tr>
<tr>
<td>SS.6.W.2.5</td>
<td>Summarize important achievements of Egyptian civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.6</td>
<td>Clarifications: Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</td>
</tr>
<tr>
<td>SS.6.W.2.7</td>
<td>Determine the contributions of key figures from ancient Egypt.</td>
</tr>
<tr>
<td>SS.6.W.2.8</td>
<td>Clarifications: Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</td>
</tr>
<tr>
<td>SS.6.W.2.9</td>
<td>Summarize the important achievements of Mesopotamian civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.9</td>
<td>Determine the impact of key figures from ancient Mesopotamian civilizations.</td>
</tr>
<tr>
<td>SS.6.W.2.10</td>
<td>Clarifications: Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</td>
</tr>
<tr>
<td>SS.6.W.2.11</td>
<td>Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</td>
</tr>
<tr>
<td>SS.6.W.2.12</td>
<td>Clarifications: Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</td>
</tr>
<tr>
<td>SS.6.W.2.13</td>
<td>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</td>
</tr>
</tbody>
</table>
Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.


SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.

SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.

SS.6.W.3.6: Determine the impact of key figures from ancient Greece.

SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

SS.6.W.3.8: Determine the impact of significant figures associated with ancient Rome.

SS.6.W.3.9: Explain the impact of the Punic Wars on the development of the Roman Empire.

SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.W.3.11: Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

SS.6.W.3.12: Explain the causes for the growth and longevity of the Roman Empire.

SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.

SS.6.W.3.15: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.


SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.

SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.

SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.

SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

SS.6.W.4.8: Describe the contributions of classical and post classical China.

SS.6.W.4.9: Identify key figures from classical and post classical China.
Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.


SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.


LAFS.6.WHST.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to the evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.WHST.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.WHST.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.WHST.2.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.BHS.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.6.BHS.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.6.BHS.1.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.6.BHS.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.6.BHS.2.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.6.BHS.2.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.6.BHS.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.6.BHS.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.BHS.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.6.BHS.3.10: Introduce and develop ideas and examples using narrative, descriptive, or explanatory writing.

LAFS.6.BHS.3.11: Argue effectively by considering strengths and limitations of position(s) and recommendations for additional research.

LAFS.6.BHS.4.1: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others in developing, evaluating, and modifying writing.

LAFS.6.BHS.4.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6.BHS.4.3: Use language precisely and effectively, specifying or describing a process by breaking it into a series of key steps and using a sequence of action words to convey basic actions.

LAFS.6.BHS.4.4: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others in developing, evaluating, and modifying writing.

LAFS.6.BHS.4.5: Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.6.BHS.4.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others in developing, evaluating, and modifying writing.

LAFS.6.BHS.4.7: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others in developing, evaluating, and modifying writing.

LAFS.6.BHS.4.8: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others in developing, evaluating, and modifying writing.

LAFS.6.BHS.4.9: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others in developing, evaluating, and modifying writing.

MAFS.6.SP.1.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is a statistical question but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

MAFS.6.SP.1.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

MAFS.6.SP.1.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the
original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.K12.MP.1.1</td>
<td>Construct viable arguments and critique the reasoning of others.</td>
</tr>
<tr>
<td>MAFS.K12.MP.3.1</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1</td>
<td>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

The primary content for this course pertains to the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

**Career and Education Planning Course Standards** - Students will:

1. Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2. Develop skills to locate, evaluate, and interpret career information.
3. Identify and demonstrate processes for making short and long term goals.
4. Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5. Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELLs need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.


**GENERAL INFORMATION**

- **Course Number:** 2109015
- **Course Path:** Section: Grades PreK to 12 Education
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Course Level(s):** 6, 7, 8

**Course**

- **Course Length:** Year (Y)
- **Course Attributes:**
  - Class Size Core Required
- **Abbreviated Title:** M/J WORLD HIST & CP
- **Grade Group:** Grades 6 to 8 Education
- **Subject:** Social Studies
- **SubSubject:** World and Eastern Hemispheric Histories

**Educator Certifications**

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
- Elementary Education (Elementary Grades 1-6)
- Elementary Education (Grades K-6)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SS.6.C.1.1:</td>
<td>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. <strong>Clarifications:</strong> Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.</td>
</tr>
<tr>
<td>SS.6.C.1.2:</td>
<td>Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</td>
</tr>
<tr>
<td>SS.6.C.2.1:</td>
<td>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</td>
</tr>
<tr>
<td>SS.6.E.1.1:</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.2:</td>
<td>Describe and identify traditional and command economies as they appear in different civilizations.</td>
</tr>
<tr>
<td>SS.6.E.1.3:</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
</tr>
<tr>
<td>SS.6.E.3.4:</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth. <strong>Clarifications:</strong> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
</tr>
<tr>
<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps. <strong>Clarifications:</strong> Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
</tr>
<tr>
<td>SS.6.G.1.3:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. <strong>Clarifications:</strong> Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
</tr>
<tr>
<td>SS.6.G.1.4:</td>
<td>Identify natural wonders of the ancient world. Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. <strong>Clarifications:</strong> Examples are Rivers, seas, oceans.</td>
</tr>
<tr>
<td>SS.6.G.1.5:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. <strong>Clarifications:</strong> Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
</tr>
<tr>
<td>SS.6.G.1.6:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. <strong>Clarifications:</strong> Examples are city-states, provinces, kingdoms, empires.</td>
</tr>
<tr>
<td>SS.6.G.1.7:</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations. <strong>Clarifications:</strong> Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</td>
</tr>
<tr>
<td>SS.6.G.2.1:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. <strong>Clarifications:</strong> Examples are Egypt, Rome, Greece, China, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.2:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. <strong>Clarifications:</strong> Examples are China limits and Greece invites.</td>
</tr>
<tr>
<td>SS.6.G.2.3:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. <strong>Clarifications:</strong> Examples are Phoenicia on Greece and Greece on Rome.</td>
</tr>
</tbody>
</table>
Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

**Clarifications:**
Examples are terracing, seasonal crop rotations, resource development.

Analyze the impact of human populations on the ancient world’s ecosystems.

**Clarifications:**
Examples are desertification, deforestation, abuse of resources, erosion.

Explain how family and ethnic relationships influenced ancient cultures.

Use maps to trace significant migrations, and analyze their results.

**Clarifications:**
Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

Map and analyze the impact of the spread of various belief systems in the ancient world.

**Clarifications:**
Examples are Buddhism, Christianity, Judaism.

Identify the methods used to compensate for the scarcity of resources in the ancient world.

**Clarifications:**
Examples are water in the Middle East, fertile soil, fuel.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**Clarifications:**
Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.


Compare maps of the world in ancient times with current political maps.

**Clarifications:**
Examples are archaeology, geography, political science, economics.

Compare timelines to identify chronological order of historical events.

Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

**Clarifications:**
Examples are artifacts, images, auditory sources, written sources.

Interpret primary and secondary sources.

Describe the methods of historical inquiry and how history relates to the other social sciences.

**Clarifications:**
Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

Compare the economic, political, social, and religious institutions of ancient river civilizations.

**Clarifications:**
Examples are Nile, Tigris-Euphrates, Indus, Huang He.

Summarize important achievements of Egyptian civilization.

**Clarifications:**
Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

Determine the contributions of key figures from ancient Egypt.

**Clarifications:**
Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

Summarize the important achievements of Mesopotamian civilization.

**Clarifications:**
Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

Determine the impact of key figures from ancient Mesopotamian civilizations.

**Clarifications:**
Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

**Clarifications:**
Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

**Clarifications:**
Examples are Olmec, Zapotec, Chavin.
Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

Explain the causes and effects of the Persian and Peloponnesian Wars.

Summarize the important achievements and contributions of ancient Greek civilization.

Determine the impact of key figures from ancient Greece.

Describe the contributions of classical and post classical China.

Identify key figures from classical and post classical China.

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

Identify key figures from classical and post classical China.

Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Explain the spread and influence of the Latin language on Western Civilization.

Discuss the significance of Aryan and other tribal migrations on Indian civilization.

Describe the rise of Hinduism and the social structure of the caste system in ancient India.

Discuss the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

Describe the contributions of classical and post classical China.

Explain the spread and influence of the Latin language on Western Civilization.

Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

Describe the contributions of classical and post classical China.

Identify key figures from classical and post classical China.

SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis and Kublai Khan.


Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends...
General Course Information and Notes

GENERAL NOTES

The primary content for this course pertains to the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes), requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards – Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELLs need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.


GENERAL INFORMATION

Course Number: 2109015
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
Abbreviated Title: M/J WORLD HIST & CP
Course Length: Year (Y)
Educator Certifications

<table>
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<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
<td>State Board Approved</td>
<td>2</td>
<td>6,7,8</td>
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<td>History (Grades 6-12)</td>
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<td>SS.6.CG.1.1:</td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.1.3:</td>
<td>Utilize tools geographers use to study the world.</td>
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<td>SS.6.G.1.4:</td>
<td>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
</tr>
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<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
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<tr>
<td>SS.6.G.1.7:</td>
<td>Clarifications: Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.1:</td>
<td>Analyze how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
</tbody>
</table>

**SS.6.G.2.2:**

<table>
<thead>
<tr>
<th>Clarifications</th>
<th>Examples include city-states, provinces, kingdoms, empires.</th>
</tr>
</thead>
</table>

**SS.6.G.2.3:**

<table>
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<tr>
<th>Clarifications</th>
<th>Examples include Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</th>
</tr>
</thead>
</table>

**SS.6.G.2.4:**

<table>
<thead>
<tr>
<th>Clarifications</th>
<th>Examples include Egypt, Rome, Greece, China, Kush.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Clarifications</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
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<tr>
<td>SS.6.G.2.5</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<td>SS.6.G.2.6</td>
<td>Examples are Phoenicia on Greece and Greece on Rome.</td>
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<td>SS.6.G.2.7</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<tr>
<td>SS.6.G.3.1</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
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<tr>
<td>SS.6.G.3.2</td>
<td>Examples are terracing, seasonal crop rotations, resource development.</td>
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<td>SS.6.G.4.1</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
</tr>
<tr>
<td>SS.6.G.4.2</td>
<td>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</td>
</tr>
<tr>
<td>SS.6.G.4.3</td>
<td>Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</td>
</tr>
<tr>
<td>SS.6.G.4.4</td>
<td>Map and analyze the impact of the spread of various belief systems in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.5.1</td>
<td>Examples are water in the Middle East, fertile soil, fuel.</td>
</tr>
<tr>
<td>SS.6.G.5.2</td>
<td>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</td>
</tr>
<tr>
<td>SS.6.G.5.3</td>
<td>Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</td>
</tr>
<tr>
<td>SS.6.G.6.2</td>
<td>Compare maps of the world in ancient times with current political maps.</td>
</tr>
<tr>
<td>SS.6.G.6.3</td>
<td>Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</td>
</tr>
<tr>
<td>SS.6.W.1.1</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
</tr>
<tr>
<td>SS.6.W.2.1</td>
<td>Examples are archaeology, geography, political science, economics.</td>
</tr>
<tr>
<td>SS.6.W.2.2</td>
<td>Examples are artifacts, images, auditory sources, written sources.</td>
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<tr>
<td>SS.6.W.2.3</td>
<td>Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</td>
</tr>
<tr>
<td>SS.6.W.2.4</td>
<td>Examples are Nile, Tigris-Euphrates, Indus, Huang He.</td>
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<tr>
<td>SS.6.W.2.5</td>
<td>Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</td>
</tr>
<tr>
<td>SS.6.W.2.6</td>
<td>Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</td>
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<tr>
<td>SS.6.W.2.7</td>
<td>Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</td>
</tr>
<tr>
<td>SS.6.W.2.8</td>
<td>Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</td>
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</tbody>
</table>

Examples are China limits and Greece invites. Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun. Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow. Examples are China limits and Greece invites.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Standards</th>
<th>Clarifications</th>
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</thead>
<tbody>
<tr>
<td>SS.6.W.2.9</td>
<td></td>
<td>Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</td>
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<tr>
<td>SS.6.W.2.10</td>
<td></td>
<td>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</td>
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<tr>
<td>SS.6.W.3.1</td>
<td></td>
<td>Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</td>
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<tr>
<td>SS.6.W.3.2</td>
<td></td>
<td>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</td>
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<tr>
<td>SS.6.W.3.4</td>
<td></td>
<td>Explain the causes and effects of the Persian and Peloponnesian Wars.</td>
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<tr>
<td>SS.6.W.3.5</td>
<td></td>
<td>Summarize the important achievements and contributions of ancient Greek civilization.</td>
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<tr>
<td>SS.6.W.3.6</td>
<td></td>
<td>Determine the impact of key figures from ancient Greece.</td>
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<tr>
<td>SS.6.W.3.7</td>
<td></td>
<td>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</td>
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<tr>
<td>SS.6.W.3.8</td>
<td></td>
<td>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</td>
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<tr>
<td>SS.6.W.3.9</td>
<td></td>
<td>Describe the key achievements and contributions of Roman civilization.</td>
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<tr>
<td>SS.6.W.3.10</td>
<td></td>
<td>Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.</td>
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<tr>
<td>SS.6.W.3.14</td>
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<td>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</td>
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<tr>
<td>SS.6.W.3.15</td>
<td></td>
<td>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</td>
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<tr>
<td>SS.6.W.3.16</td>
<td></td>
<td>Recognize the political and cultural achievements of the Mauryan and Gupta empires.</td>
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<tr>
<td>SS.6.W.3.17</td>
<td></td>
<td>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</td>
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<tr>
<td>SS.6.W.4.1</td>
<td></td>
<td>Summarize the important achievements and contributions of ancient Indian civilization.</td>
</tr>
<tr>
<td>SS.6.W.4.2</td>
<td></td>
<td>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</td>
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<tr>
<td>SS.6.W.4.3</td>
<td></td>
<td>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</td>
</tr>
<tr>
<td>SS.6.W.4.4</td>
<td></td>
<td>Describe the contributions of classical and post classical China.</td>
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</tbody>
</table>
SS.6.W.4.8: Identify key figures from classical and post classical China.

Clarifications: Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.


Clarifications: Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

SS.6.W.4.10: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

SS.6.W.4.11: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

SS.6.W.4.12: Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Investigate school and public health policies that influence health promotion and disease prevention.

Clarifications:
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

General Course Information and Notes

GENERAL NOTES

The primary content for this course pertains to the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

Career and Education Planning Course Standards - Students will:
1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELLs need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

### GENERAL INFORMATION

- **Course Number:** 2109015
- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
- **Abbreviated Title:** M/J WORLD HIST & CP
- **Course Length:** Year (Y)
- **Course Attributes:**
  - Class Size Core Required
- **Course Level:** 2
- **Course Status:** Draft - Course Pending Approval
- **Grades:** 6, 7, 8

### Educator Certifications

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
- Elementary Education (Elementary Grades 1-6)
- Elementary Education (Grades K-6)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| SS.6.C.1.1: | Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.  
**Clarifications:** Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law. |
| SS.6.C.1.2: | Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). |
| SS.6.C.2.1: | Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process. |
| SS.6.E.1.1: | Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth. |
| SS.6.E.1.2: | Describe and identify traditional and command economies as they appear in different civilizations. |
| SS.6.E.1.3: | Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship). |
| SS.6.E.2.1: | Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development. |
| SS.6.E.3.1: | Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions. |
| SS.6.E.3.2: | Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. |
| SS.6.E.3.3: | Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners. |
| SS.6.E.3.4: | Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. |
| SS.6.G.1.1: | Use latitude and longitude coordinates to understand the relationship between people and places on the Earth. |
| SS.6.G.1.2: | Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps. |
| SS.6.G.1.3: | Identify natural wonders of the ancient world.  
**Clarifications:** Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert. |
| SS.6.G.1.4: | Utilize tools geographers use to study the world.  
**Clarifications:** Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources. |
| SS.6.G.1.5: | Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.  
Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.  
**Clarifications:** Examples are major rivers, seas, oceans. |
| SS.6.G.1.7: | Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.  
**Clarifications:** Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush. |
| SS.6.G.2.1: | Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world. |
| SS.6.G.2.2: | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.  
**Clarifications:** Examples are city-states, provinces, kingdoms, empires. |
| SS.6.G.2.3: | Analyze the relationship of physical geography to the development of ancient river valley civilizations.  
**Clarifications:** Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China]. |
| SS.6.G.2.4: | Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.  
**Clarifications:** Examples are Egypt, Rome, Greece, China, Kush. |
| SS.6.G.2.5: | Interpret how geographic boundaries invite or limit interaction with other regions and cultures.  
**Clarifications:** Examples are China limits and Greece invites. |
| SS.6.G.2.6: | Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.  
**Clarifications:** Examples are Phoenicia on Greece and Greece on Rome. |
| SS.6.G.2.7: | Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.  
**Clarifications:** Examples are the spread of the Roman Empire, the distribution of the Inca Empire. |
| SS.6.G.3.1: | Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.  
**Clarifications:** Examples are fertile crescent, Egyptian Nile Valley, Andes Mountains, Ganges Valley. |
### SS.6.G.3.2
- **Clarifications:**
  - Examples are terracing, seasonal crop rotations, resource development.

### SS.6.G.4.1
- **Clarifications:**
  - Explain how family and ethnic relationships influenced ancient cultures.

### SS.6.G.4.2
- **Clarifications:**
  - Analyze the impact of the spread of various belief systems in the ancient world.

### SS.6.G.4.3
- **Clarifications:**
  - Identify the methods used to compensate for the scarcity of resources in the ancient world.

### SS.6.W.3.2
- **Clarifications:**
  - Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

### SS.6.W.3.1
- **Clarifications:**
  - Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

### SS.6.W.2.10
- **Clarifications:**
  - Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

### SS.6.W.2.9
- **Clarifications:**
  - Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

### SS.6.W.2.8
- **Clarifications:**
  - Determine the impact of key figures from ancient Mesopotamian civilizations.

### SS.6.W.2.7
- **Clarifications:**
  - Determine the contributions of key figures from ancient Egypt.

### SS.6.W.2.6
- **Clarifications:**
  - Summarize the important achievements of Mesopotamian civilization.

### SS.6.W.2.5
- **Clarifications:**
  - Summarize the important achievements of Egyptian civilization.

### SS.6.W.2.4
- **Clarifications:**
  - Compare the economic, political, social, and religious institutions of ancient river civilizations.

### SS.6.W.2.3
- **Clarifications:**
  - Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

### SS.6.W.2.2
- **Clarifications:**
  - Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

### SS.6.W.2.1
- **Clarifications:**
  - Describe the roles of historians and recognize varying historical interpretations (historiography).

### SS.6.W.1.6
- **Clarifications:**
  - Describe how history transmits culture and heritage and provides models of human character.

### SS.6.W.1.5
- **Clarifications:**
  - Describe the uses of historical inquiry and how history relates to the other social sciences.

### SS.6.W.1.4
- **Clarifications:**
  - Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

### SS.6.W.1.3
- **Clarifications:**
  - Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

### SS.6.W.1.2
- **Clarifications:**
  - Map and analyze the impact of the spread of various belief systems in the ancient world.

### SS.6.W.1.1
- **Clarifications:**
  - Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
| SS.6.W.3.4: | Explain the causes and effects of the Persian and Peloponnesian Wars. |
| SS.6.W.3.5: | Summarize the important achievements and contributions of ancient Greek civilization. |
| SS.6.W.3.6: | Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. |
| SS.6.W.3.7: | Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia. |
| SS.6.W.3.8: | Explain the spread and influence of the Latin language on Western Civilization. |
| SS.6.W.3.9: | Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. |
| SS.6.W.3.10: | Describe the key achievements and contributions of Roman civilization. |
| SS.6.W.3.11: | Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. |
| SS.6.W.3.13: | Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. |
| SS.6.W.3.15: | Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. |
| SS.6.W.3.16: | Compare the contributions of classical and post classical China. |
| SS.6.W.3.18: | Discuss the significance of Aryan and other tribal migrations on Indian civilization. |
| SS.6.W.3.19: | Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. |
| SS.6.W.3.20: | Describe the political and cultural achievements of the Mauryan and Gupta empires. |
| SS.6.W.3.21: | Discuss the political and cultural achievements of the Mauryan and Gupta empires. |
| SS.6.W.3.23: | Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. |
| SS.6.W.3.24: | Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. |
| SS.6.W.3.25: | Describe the key achievements and contributions of Roman civilization. |
| SS.6.W.3.26: | Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. |
| SS.6.W.3.27: | Describe the contributions of classical and post classical China. |
| SS.6.W.3.28: | Identify key figures from classical and post classical China. |
Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law; how interest rates are raised or lowered).

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Cite specific textual evidence to support analysis of primary and secondary sources.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

**Standard Relation to Course: Supporting**

Summarize numerical data sets in relation to their context, such as by:

a. Reporting the number of observations.

b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

c. Given quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

**Standard Relation to Course: Supporting**

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students
MATHS.K12.MP.1.1: might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
HE.6.C.2.4: Investigate school and public health policies that influence health promotion and disease prevention.

Clariﬁcations:
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

General Course Information and Notes

GENERAL NOTES

The primary content for this course pertains to the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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### GENERAL INFORMATION

**Course Number:** 2109020  
**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >  
**Abbreviated Title:** M/J WORLD HIST ADV  
**Course Length:** Year (Y)  
**Course Attributes:**  
- Honors  
- Class Size Core Required  
**Course Level:** 3

**Course Status:** Course Approved  
**Grade Level(s):** 6, 7, 8

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**Educator Certifications**

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Explain how family and ethnic relationships influenced ancient cultures.

SS.6.G.4.1: Use maps to trace significant migrations, and analyze their results.

Clarifications:
- Examples are desertification, deforestation, abuse of resources, erosion.

SS.6.G.4.2: Analyze the impact of human populations on the ancient world's ecosystems.

Clarifications:
- Examples are Terracing, seasonal crop rotations, resource development.

SS.6.G.4.3: Use maps to trace significant migrations, and analyze their results.

Clarifications:
- Examples are historic Asians to the Americas, Aryan in Asia, Germanic tribes throughout Europe.

SS.6.G.4.4: Analyze the impact of human populations on the ancient world's ecosystems.

Clarifications:
- Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

Clarifications:
- Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

SS.6.W.1.2: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Clarifications:
- Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.


Clarifications:
- Examples are water in the Middle East, fertile soil, fuel.

SS.6.W.2.2: Examine the economic, political, social, and religious institutions of ancient river civilizations.

Clarifications:
- Examples are irrigation, cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

Clarifications:
- Examples are democracy, civic participation, written constitutions, rule of law.

SS.6.W.3.3: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

Clarifications:
- Examples are prehistoric Asians to the Americas, Aryan in Asia, Germanic tribes throughout Europe.

SS.6.W.3.4: Use maps to trace significant migrations, and analyze their results.

Clarifications:
- Examples are desertification, deforestation, abuse of resources, erosion.

SS.6.W.3.5: Map and analyze the impact of the spread of various belief systems in the ancient world.

Clarifications:
- Examples are water in the Middle East, fertile soil, fuel.

SS.6.W.3.6: Analyze the impact of human populations on the ancient world's ecosystems.

Clarifications:
- Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.

SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.

SS.6.W.3.6: Clarifications: Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

SS.6.W.3.7: Determine the impact of key figures from ancient Greece.


SS.6.W.3.9: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.


SS.6.W.3.11: Determine the impact of significant figures associated with ancient Rome.

SS.6.W.3.12: Clarifications: Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.

SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.

SS.6.W.3.15: Clarifications: Examples are art and architecture, engineering, law, literature, technology.

SS.6.W.3.16: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

SS.6.W.3.17: Clarifications: Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.


SS.6.W.3.19: Clarifications: Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

SS.6.W.3.20: Identify key figures from classical and post classical China.


SS.6.W.3.22: Clarifications: Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

SS.6.W.3.23: Clarifications: Examples are education, law, medicine, religion, science.


SS.6.W.3.25: Clarifications: Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.

SS.6.W.3.26: Identify key figures from classical and post classical China.

SS.6.W.3.27: Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

SS.6.W.3.28: Summarize the important achievements and contributions of ancient Indian civilization.

SS.6.W.3.29: Clarifications: Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

SS.6.W.3.30: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.3.31: Clarifications: Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.

SS.6.W.3.32: Identify key figures from classical and post classical China.

SS.6.W.3.33: Clarifications: Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

SS.6.W.3.34: Identify key figures from classical and post classical China.

Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Use patterns and structure to help understand and connect mathematical concepts.
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Mathematicians who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who encourage students to complete tasks with mathematical fluency:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. “ The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Investigate school and public health policies that influence health promotion and disease prevention.

Clarifications:
Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

General Course Information and Notes

**GENERAL NOTES**

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<tr>
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<td>World and Eastern Hemispheric Histories</td>
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<tr>
<td>Abbreviated Title</td>
<td>M/J WORLD HIST ADV</td>
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<td>Course Attributes:</td>
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<td>Class Size Core Required</td>
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**Course Number:** 2109020

**Course Status:** State Board Approved

**Grade Level(s):** 6, 7, 8

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)
### Course Standards

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- Students will identify and explain the democratic principles of government in ancient Greece.  
- Students will compare and contrast the political systems of ancient Greece and modern-day United States.  
- Students will recognize the influence of ancient Greece on the American political process. |
| SS.6.CG.1.2: | Analyze the influence of ancient Rome on the United States' constitutional republic.  
- Students will compare and contrast the political systems in ancient Rome and modern-day United States.  
- Students will recognize the influence of ancient Rome on the American political process. |
- Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.  
- Students will recognize that the rule of law is a foundational principle of the U.S. government. |
| SS.6.CG.1.4: | Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.  
- Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world. |
| SS.6.E.1.1: | Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth. |
| SS.6.E.1.2: | Describe and identify traditional and command economies as they appear in different civilizations. |
| SS.6.E.1.3: | Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship). |
| SS.6.E.2.1: | Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development. |
| SS.6.E.3.4: | Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.  
- Identify natural wonders of the ancient world. |
| SS.6.E.3.1: | Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions. |
| SS.6.E.3.2: | Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. |
| SS.6.E.3.3: | Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners. |
| SS.6.E.3.4: | Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. |
| SS.6.G.1.1: | Use latitude and longitude coordinates to understand the relationship between people and places on the Earth. |
| SS.6.G.1.2: | Use maps to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. |
| SS.6.G.1.3: | Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.  
- Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush. |
| SS.6.G.1.4: | Use maps to identify major geographic features of ancient civilizations.  
- Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China]. |
| SS.6.G.1.5: | Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.  
- Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert. |
| SS.6.G.1.6: | Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.  
- Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources. |
| SS.6.G.1.7: | Use maps to identify major geographic features of ancient civilizations.  
- Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China]. |
| SS.6.G.1.8: | Use maps to identify major geographic features of ancient civilizations.  
- Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources. |
| SS.6.G.2.1: | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.  
- Examples are city-states, provinces, kingdoms, empires. |
| SS.6.G.2.2: | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.  
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| SS.6.G.2.3: | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.  
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- Examples are city-states, provinces, kingdoms, empires. |
| SS.6.G.2.5: | Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.  
- Examples are city-states, provinces, kingdoms, empires. |
Clarifications:
Examples are Phoenicia on Greece and Greece on Rome.

SS.6.G.2.6: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

SS.6.G.2.7: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

SS.6.G.3.1: Analyze the impact of human populations on the ancient world's ecosystems.

SS.6.G.3.2: Examples are desertification, deforestation, abuse of resources, erosion.

SS.6.G.4.1: Clarifications:
Examples are desertification, deforestation, abuse of resources, erosion.

SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.

SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.

SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.

SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.


SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

SS.6.W.1.2: Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

SS.6.W.2.3: Identify the characteristics of civilization.

SS.6.W.2.4: Summarize important achievements of Egyptian civilization.

SS.6.W.2.5: Determine the contributions of key figures from ancient Egypt.

SS.6.W.2.6: Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.

SS.6.W.2.8: Determine the impact of key figures from ancient Mesopotamian civilizations.

SS.6.W.2.9: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

SS.6.W.3.2: Examples are water in the Middle East, fertile soil, fuel.

SS.6.W.5.1: Examples are Phoenicia on Greece and Greece on Rome.

SS.6.W.5.2: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

SS.6.W.5.3: Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

SS.6.W.6.1: Describe how history transmits culture and heritage and provides models of human character.


SS.6.W.6.3: Describe how the developments of agriculture and metallurgy related to the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

SS.6.W.6.4: Identify the characteristics of civilization.

SS.6.W.6.5: Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

SS.6.W.6.6: Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

SS.6.W.6.7: Examples are archaeology, geography, political science, economics.

SS.6.W.6.8: Examples are Phoenicia on Greece and Greece on Rome.

SS.6.W.6.9: Examples are Phoenicia on Greece and Greece on Rome.
SS.6.W.2.10: Clarifications: Examples are Olmec, Zapotec, Chavin.

SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.


SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.

SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.

SS.6.W.3.6: Determine the impact of key figures from ancient Greece.

SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

SS.6.W.3.8: Describe the key achievements and contributions of ancient Rome.

SS.6.W.3.9: Explain the impact of the Punic Wars on the development of the Roman Empire.

SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

SS.6.W.3.11: Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

SS.6.W.3.12: Explain the causes for the growth and longevity of the Roman Empire.

SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.

SS.6.W.3.15: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.


SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.

SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.

SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.

SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

SS.6.W.4.8: Describe the contributions of classical and post classical China.
### SS.6.W.4.9:
Identify key figures from classical and post classical China.

**Clarifications:**
- Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.

### SS.6.W.4.10:
Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

### SS.6.W.4.11:
Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

### SS.6.W.4.12:
Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

### SS.6.HI.1.1:
Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.2.1:
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

### MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
### MA.K12.MTR.5.1
Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

#### Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

#### Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?" 
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

#### Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1
Cite evidence to explain and justify reasoning.

#### Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1
Read and comprehend grade-level complex texts proficiently.

#### Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1
Make inferences to support comprehension.

#### Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

#### Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
General Course Information and Notes

**GENERAL NOTES**

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

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**GENERAL INFORMATION**

**Course Number:** 2109020

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
**Abbreviated Title:** M/J WORLD HIST ADV

**Course Length:** Year (Y)

**Course Attributes:**
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- **Course Status**: Draft - Course Pending Approval
- **Course Level**: 3
- **Grade Level(s)**: 6, 7, 8
**Course Standards**

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<td><strong>Clarifications:</strong></td>
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<tr>
<td>SS.6.C.1.2:</td>
<td>Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</td>
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<td>SS.6.C.2.1:</td>
<td>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</td>
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<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
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<td>SS.6.E.2.1:</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
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<td>SS.6.E.3.1:</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
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<td>SS.6.E.3.2:</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
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<td>SS.6.E.3.3:</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
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<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
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<td>SS.6.G.1.1:</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
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<td>SS.6.G.1.2:</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
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<td>SS.6.G.1.3:</td>
<td>Identify natural wonders of the ancient world.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</td>
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<td>SS.6.G.1.4:</td>
<td>Utilize tools geographers use to study the world.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
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<td>SS.6.G.1.5:</td>
<td>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</td>
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<td>SS.6.G.1.6:</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are major rivers, seas, oceans.</td>
</tr>
<tr>
<td>SS.6.G.1.7:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
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<tr>
<td>SS.6.G.2.1:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are mountains, rivers, oceans, deserts, forests.</td>
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<tr>
<td>SS.6.G.2.2:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complex of regions created by civilizations.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are city-states, provinces, kingdoms, empires.</td>
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<td>SS.6.G.2.3:</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Tigris and Euphrates (Mesopotamia), Nile (Egypt), Indus and Ganges (Ancient India), and Huang He (Ancient China).</td>
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<td>SS.6.G.2.4:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are Egypt, Rome, Greece, China, Kush.</td>
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<td>SS.6.G.2.5:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are China limits and Greece invites.</td>
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<td>SS.6.G.2.6:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are Phoenicia on Greece and Greece on Rome.</td>
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<td>SS.6.G.2.7:</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are maps that show the distribution of population by region, city, or country.</td>
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SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

**Clarifications:** Examples are terracing, seasonal crop rotations, resource development.

SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.

**Clarifications:** Examples are desertification, deforestation, abuse of resources, erosion.

SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.

SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.

**Clarifications:** Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**Clarifications:** Examples are early human societies in Africa and Asia.

SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.

**Clarifications:** Examples are Buddhism, Christianity, Judaism.

SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.

**Clarifications:** Examples are water in the Middle East, fertile soil, fuel.

SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Clarifications:** Examples are the development of transportation networks.

SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**Clarifications:** Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.


SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.

SS.6.W.1.1: Use timelines to identify chronological order of historical events.


**Clarifications:** Examples are artifacts, images, auditory sources, written sources.

SS.6.W.1.3: Describe the methods of historical inquiry and how history relates to the other social sciences.

**Clarifications:** Examples are archaeology, geography, political science, economics.

SS.6.W.1.4: Describe the roles of historians and recognize varying historical interpretations (historiography).

SS.6.W.1.5: Describe how history transmits culture and heritage and provides models of human character.

SS.6.W.1.6: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

SS.6.W.1.7: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

**Clarifications:** Identify the characteristics of civilization.

SS.6.W.2.1: Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

SS.6.W.2.2: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

**Clarifications:** Compare the economic, political, social, and religious institutions of ancient river civilizations.

SS.6.W.2.3: Summarize important achievements of Egyptian civilization.

**Clarifications:** Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

SS.6.W.2.4: Determine the contributions of key figures from ancient Egypt.

**Clarifications:** Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

SS.6.W.2.5: Summarize the important achievements of Mesopotamian civilization.

**Clarifications:** Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

SS.6.W.2.6: Determine the impact of key figures from ancient Mesopotamian civilizations.

**Clarifications:** Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

SS.6.W.2.7: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

**Clarifications:** Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.

SS.6.W.2.8: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

**Clarifications:** Examples are Olmec, Zapotec, Chavin.
Analyse the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

Explain the causes and effects of the Persian and Peloponnesian Wars.

Identify key figures from classical and post classical China.

Summarize the important achievements and contributions of ancient Greek civilization.

Determine the impact of key figures from ancient Greece.

Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

Determine the impact of significant figures associated with ancient Rome.

Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

Describe the contributions of classical and post classical China.

Identify key figures from classical and post classical China.
SS.6.W.4.10: Explain the significance of the Silk Roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, Africa, and Europe.
SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis Khan.

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.HST.1.1: Cite specific textual evidence to support analysis of primary and secondary sources.

LAFS.6.HST.2.6: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

LAFS.6.HST.2.7: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LAFS.6.HST.2.8: Describe how a text presents information (e.g., sequentially, comparatively, causally).

LAFS.6.HST.2.9: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

LAFS.6.HST.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.6.HST.3.8: Distinguish among fact, opinion, and reasoned judgment in a text.

LAFS.6.HST.3.9: Analyze the relationship between a primary and secondary source on the same topic.

LAFS.6.HST.4.1: Write arguments focused on discipline-specific content.
- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.6.HST.5.1: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.6.HST.5.2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.6.HST.5.3: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.6.HST.5.4: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LAFS.6.HST.5.5: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.6.HST.5.6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.6.HST.5.7: Draw evidence from informational texts to support analysis reflection, and research.

MAFS.6.SP.1.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

MAFS.6.SP.1.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

MAFS.6.SP.1.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the
original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. They can compare the effectiveness of two approaches.

Clarifications:

**Fitness Reports:**

- Investigate school and public health policies that influence health promotion and disease prevention.
- Clarifications:
  - English language learners communicate for social and instructional purposes within the school setting.
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  - English language learners communicate for social and instructional purposes within the school setting.
  - Investigate school and public health policies that influence health promotion and disease prevention.

**Career and Education Planning**

- **General Notes:**
  - The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.
  - **Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.
  - **Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.
  - **Career and Education Planning:** Section 1003.4285, Florida Statutes; requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

- **Career and Education Planning Course Standards:** Students will:
  - Describe the influences that societal, economic, and technological changes have on employment trends and future training.
  - Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.


### GENERAL INFORMATION

**Course Number:** 2109025
**Course Path: Section:** Grades PreK to 12 Education
Courses -> Grade Group: Grades 6 to 8 Education
Courses -> Subject: Social Studies -> SubSubject: World and Eastern Hemispheric Histories
**Abbreviated Title:** M/J WRLD HIST ADV CP
**Course Length:** Year (Y)
**Course Attributes:**
- Class Size Core Required
**Course Level:** 3

**Course Type:** Core Academic Course
**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
- Elementary Education (Elementary Grades 1-6)
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<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
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<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
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<td>SS.6.G.2.7:</td>
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<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<td>SS.6.G.2.9:</td>
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<td>SS.6.G.3.7:</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.8:</td>
<td>Clarifications: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
</tr>
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<td>SS.6.G.4.1:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>SS.6.G.4.3:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
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<td>SS.6.G.4.4:</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
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<tr>
<td>SS.6.G.5.3:</td>
<td>Identify natural wonders of the ancient world.</td>
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<tr>
<td>SS.6.G.5.4:</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>SS.6.G.5.5:</td>
<td>Clarifications: Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
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<td>SS.6.G.5.6:</td>
<td>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
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<tr>
<td>SS.6.G.6.1:</td>
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</tr>
<tr>
<td>SS.6.G.6.2:</td>
<td>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</td>
</tr>
<tr>
<td>SS.6.G.6.4:</td>
<td>Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</td>
</tr>
<tr>
<td>SS.6.G.6.5:</td>
<td>Clarifications: Examples are China limits and Greece invites.</td>
</tr>
<tr>
<td>SS.6.G.6.6:</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
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<tr>
<td>SS.6.G.6.7:</td>
<td>Clarifications: Examples are Phoenicia on Greece and Greece on Rome.</td>
</tr>
</tbody>
</table>
Explain how family and ethnic relationships influenced ancient cultures.

Analyze the impact of human populations on the ancient world's ecosystems.

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

Map and analyze the impact of the spread of various belief systems in the ancient world.

Identify the methods used to compensate for the scarcity of resources in the ancient world.

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.


Compare maps of the world in ancient times with current political maps.

Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

Provide models of human character.

Interpret primary and secondary sources.

Describe the methods of historical inquiry and how history relates to the other social sciences.

Describe the roles of historians and recognize varying historical interpretations (historiography).

Compare how history transmits culture and heritage and provides models of human character.

Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

Determine the impact of key figures from ancient Mesopotamian civilization.

Determine the contributions of key figures from ancient Egypt.

Determine the impact of key figures from ancient Mesopotamian civilizations.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.W.3.1</td>
<td>Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</td>
</tr>
<tr>
<td>SS.6.W.3.2</td>
<td>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</td>
</tr>
<tr>
<td>SS.6.W.3.4</td>
<td>Explain the causes and effects of the Persian and Peloponnesian Wars.</td>
</tr>
<tr>
<td>SS.6.W.3.5</td>
<td>Summarize the important achievements and contributions of ancient Greek civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.6</td>
<td>Determine the impact of key figures from ancient Greece.</td>
</tr>
<tr>
<td>SS.6.W.3.7</td>
<td>Summarize the key achievements, contributions, and figures associated with the Hellenistic Period.</td>
</tr>
<tr>
<td>SS.6.W.3.8</td>
<td>Determine the impact of significant figures associated with ancient Rome.</td>
</tr>
<tr>
<td>SS.6.W.3.9</td>
<td>Explain the impact of the Punic Wars on the development of the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.10</td>
<td>Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</td>
</tr>
<tr>
<td>SS.6.W.3.11</td>
<td>Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</td>
</tr>
<tr>
<td>SS.6.W.3.12</td>
<td>Explain the causes for the growth and longevity of the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.13</td>
<td>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.14</td>
<td>Describe the key achievements and contributions of Roman civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.15</td>
<td>Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.</td>
</tr>
<tr>
<td>SS.6.W.3.17</td>
<td>Explain the spread and influence of the Latin language on Western Civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.18</td>
<td>Describe the rise and fall of the ancient East African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</td>
</tr>
<tr>
<td>SS.6.W.4.1</td>
<td>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</td>
</tr>
<tr>
<td>SS.6.W.4.2</td>
<td>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</td>
</tr>
<tr>
<td>SS.6.W.4.3</td>
<td>Recognize the political and cultural achievements of the Mauryan and Gupta empires.</td>
</tr>
<tr>
<td>SS.6.W.4.4</td>
<td>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</td>
</tr>
<tr>
<td>SS.6.W.4.5</td>
<td>Summarize the important achievements and contributions of ancient Indian civilization.</td>
</tr>
<tr>
<td>SS.6.W.4.6</td>
<td>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</td>
</tr>
<tr>
<td>SS.6.W.4.7</td>
<td>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</td>
</tr>
<tr>
<td>SS.6.W.4.8</td>
<td>Describe the contributions of classical and post classical China.</td>
</tr>
<tr>
<td>SS.6.W.4.9</td>
<td>Identify key figures from classical and post classical China.</td>
</tr>
</tbody>
</table>
Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.


Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Mathematicians who apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

- See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends...
The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes), requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit [http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml](http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml).

Career and Education Planning Course Standards - Students will:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0 Develop skills to locate, evaluate, and interpret career information.
3.0 Identify and demonstrate processes for making short and long term goals.
4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Asking students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf).

**Course Number:** 2109025

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8

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**Educator Certifications**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Middle Grades Integrated Curriculum (Middle Grades 5-9)</td>
</tr>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
</tr>
<tr>
<td>Elementary Education (Grades K-6)</td>
</tr>
</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.CG.1.1</td>
<td>Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. Students will identify and explain the democratic principles of government in ancient Greece.</td>
</tr>
<tr>
<td></td>
<td>Students will compare and contrast the political systems of ancient Greece and modern-day United States.</td>
</tr>
<tr>
<td></td>
<td>Students will recognize the influence of ancient Greece on the American political process.</td>
</tr>
<tr>
<td>SS.6.CG.1.2</td>
<td>Analyze the influence of ancient Rome on the United States' constitutional republic.</td>
</tr>
<tr>
<td></td>
<td>Students will compare and contrast the political systems in ancient Rome and modern-day United States.</td>
</tr>
<tr>
<td></td>
<td>Students will recognize the influence of ancient Rome on the American political process.</td>
</tr>
<tr>
<td>SS.6.CG.1.3</td>
<td>Examine rule of law in the ancient world and its influence on the United States' constitutional republic.</td>
</tr>
<tr>
<td></td>
<td>Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations.</td>
</tr>
<tr>
<td></td>
<td>Students will recognize that the rule of law is a foundational principle of the U.S. government.</td>
</tr>
<tr>
<td>SS.6.CG.1.4</td>
<td>Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.</td>
</tr>
<tr>
<td></td>
<td>Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.</td>
</tr>
<tr>
<td>SS.6.E.1.1</td>
<td>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</td>
</tr>
<tr>
<td>SS.6.E.1.2</td>
<td>Describe and identify traditional and command economies as they appear in different civilizations.</td>
</tr>
<tr>
<td>SS.6.E.1.3</td>
<td>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</td>
</tr>
<tr>
<td>SS.6.E.2.1</td>
<td>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</td>
</tr>
<tr>
<td>SS.6.E.3.1</td>
<td>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</td>
</tr>
<tr>
<td>SS.6.E.3.2</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.3</td>
<td>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</td>
</tr>
<tr>
<td>SS.6.E.3.4</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.G.1.1</td>
<td>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.</td>
</tr>
<tr>
<td>SS.6.G.1.2</td>
<td>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</td>
</tr>
<tr>
<td></td>
<td>Identify natural wonders of the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.1.3</td>
<td>Utilize tools geographers use to study the world.</td>
</tr>
<tr>
<td>SS.6.G.1.4</td>
<td>Clorifications: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</td>
</tr>
<tr>
<td>SS.6.G.1.5</td>
<td>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.</td>
</tr>
<tr>
<td>SS.6.G.1.6</td>
<td>Clorifications: Examples are major rivers, seas, oceans.</td>
</tr>
<tr>
<td>SS.6.G.1.7</td>
<td>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.</td>
</tr>
<tr>
<td>SS.6.G.2.1</td>
<td>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.2</td>
<td>Clarifications: Examples are city-states, provinces, kingdoms, empires.</td>
</tr>
<tr>
<td>SS.6.G.2.3</td>
<td>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</td>
</tr>
<tr>
<td>SS.6.G.2.4</td>
<td>Clarifications: Examples are Egypt, Rome, Greece, China, Kush.</td>
</tr>
<tr>
<td>Standard</td>
<td>Clarifications</td>
</tr>
<tr>
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</tr>
<tr>
<td>SS.6.G.2.5</td>
<td>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
</tr>
<tr>
<td>SS.6.G.2.6</td>
<td>Examples are China limits and Greece invites.</td>
</tr>
<tr>
<td>SS.6.G.2.7</td>
<td>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.1</td>
<td>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.3.2</td>
<td>Analyze the impact of human populations on the ancient world's ecosystems.</td>
</tr>
<tr>
<td>SS.6.G.4.1</td>
<td>Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
<tr>
<td>SS.6.G.4.2</td>
<td>Use maps to trace significant migrations, and analyze their results.</td>
</tr>
<tr>
<td>SS.6.G.4.3</td>
<td>Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</td>
</tr>
<tr>
<td>SS.6.G.4.4</td>
<td>Map and analyze the impact of the spread of various belief systems in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.5.1</td>
<td>Identify the methods used to compensate for the scarcity of resources in the ancient world.</td>
</tr>
<tr>
<td>SS.6.G.5.2</td>
<td>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</td>
</tr>
<tr>
<td>SS.6.G.5.3</td>
<td>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</td>
</tr>
<tr>
<td>SS.6.G.6.2</td>
<td>Compare maps of the world in ancient times with current political maps.</td>
</tr>
<tr>
<td>SS.6.W.1.1</td>
<td>Use timelines to identify chronological order of historical events.</td>
</tr>
<tr>
<td>SS.6.W.1.2</td>
<td>Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</td>
</tr>
<tr>
<td>SS.6.W.1.3</td>
<td>Interpret primary and secondary sources.</td>
</tr>
<tr>
<td>SS.6.W.1.4</td>
<td>Describe the methods of historical inquiry and how history relates to the other social sciences.</td>
</tr>
<tr>
<td>SS.6.W.1.5</td>
<td>Describe the roles of historians and recognize varying historical interpretations (historiography).</td>
</tr>
<tr>
<td>SS.6.W.1.6</td>
<td>Describe how history transmits culture and heritage and provides models of human character.</td>
</tr>
<tr>
<td>SS.6.W.2.1</td>
<td>Compare the lifestyles of hunter-gatherers with those of settled communities.</td>
</tr>
<tr>
<td>SS.6.W.2.2</td>
<td>Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.3</td>
<td>Identify the characteristics of civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.4</td>
<td>Compare the economic, political, social, and religious institutions of ancient river civilizations.</td>
</tr>
<tr>
<td>SS.6.W.2.5</td>
<td>Summarize important achievements of Egyptian civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.6</td>
<td>Determine the contributions of key figures from ancient Egypt.</td>
</tr>
<tr>
<td>SS.6.W.2.7</td>
<td>Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</td>
</tr>
<tr>
<td>SS.6.W.2.8</td>
<td>Summarize the important achievements of Mesopotamian civilization.</td>
</tr>
<tr>
<td>SS.6.W.2.9</td>
<td>Determine the impact of key figures from ancient Mesopotamian civilizations.</td>
</tr>
<tr>
<td>SS.6.W.2.10</td>
<td>Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</td>
</tr>
<tr>
<td>SS.6.W.2.9:</td>
<td>Clarifications: Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</td>
</tr>
<tr>
<td>SS.6.W.2.10:</td>
<td>Clarifications: Examples are Olmec, Zapotec, Chavin.</td>
</tr>
<tr>
<td>SS.6.W.3.1:</td>
<td>Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</td>
</tr>
<tr>
<td>SS.6.W.3.2:</td>
<td>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</td>
</tr>
<tr>
<td>SS.6.W.3.4:</td>
<td>Explain the causes and effects of the Persian and Peloponnesian Wars.</td>
</tr>
<tr>
<td>SS.6.W.3.5:</td>
<td>Summarize the important achievements and contributions of ancient Greek civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.6:</td>
<td>Determine the impact of key figures from ancient Greece.</td>
</tr>
<tr>
<td>SS.6.W.3.7:</td>
<td>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.</td>
</tr>
<tr>
<td>SS.6.W.3.8:</td>
<td>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.9:</td>
<td>Determine the impact of significant figures associated with ancient Rome.</td>
</tr>
<tr>
<td>SS.6.W.3.10:</td>
<td>Explain the impact of the Punic Wars on the development of the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.11:</td>
<td>Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</td>
</tr>
<tr>
<td>SS.6.W.3.12:</td>
<td>Explain the causes for the growth and longevity of the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.13:</td>
<td>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</td>
</tr>
<tr>
<td>SS.6.W.3.14:</td>
<td>Describe the key achievements and contributions of Roman civilization.</td>
</tr>
<tr>
<td>SS.6.W.3.15:</td>
<td>Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.</td>
</tr>
<tr>
<td>SS.6.W.3.18:</td>
<td>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</td>
</tr>
<tr>
<td>SS.6.W.4.1:</td>
<td>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</td>
</tr>
<tr>
<td>SS.6.W.4.2:</td>
<td>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.</td>
</tr>
<tr>
<td>SS.6.W.4.3:</td>
<td>Recognize the political and cultural achievements of the Mauryan and Gupta empires.</td>
</tr>
<tr>
<td>SS.6.W.4.4:</td>
<td>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</td>
</tr>
<tr>
<td>SS.6.W.4.5:</td>
<td>Summarize the important achievements and contributions of ancient Indian civilization.</td>
</tr>
<tr>
<td>SS.6.W.4.6:</td>
<td>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</td>
</tr>
<tr>
<td>SS.6.W.4.7:</td>
<td>Describe the contributions of classical and post classical China.</td>
</tr>
</tbody>
</table>
### Clarifications:
Examples are Great Wall, Silk Road, bronze casting, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

### Identify key figures from classical and post classical China.

### Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

### Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

### Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.
- Students will analyze how antisemitism led to and contributed to the Holocaust.
- Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

### Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

### Demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

### Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### Complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.6.1:**

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

**ELD.K12.ELL.SI.1:**

English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SI.5.1:**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.6.C.2.4:**

<table>
<thead>
<tr>
<th>Clarifications:</th>
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</thead>
<tbody>
<tr>
<td>Investigate school and public health policies that influence health promotion and disease prevention.</td>
</tr>
</tbody>
</table>

**Fit for Life:**

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</td>
</tr>
</tbody>
</table>

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**General Course Information and Notes**

**GENERAL NOTES**

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml.

**Career and Education Planning Course Standards** - Students will:

1. Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2. Develop skills to locate, evaluate, and interpret career information.
3. Identify and demonstrate processes for making short and long term goals.
4. Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5. Understand the relationship between educational achievement and career choices/postsecondary options.
6. Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7. Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8. Demonstrate knowledge of technology and its application in career fields/clusters.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE's and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support,
students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.


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**GENERAL INFORMATION**

- **Course Number:** 2109025
- **Course Path:** Grades PreK to 12 Education
  - Courses > Grade Group: Grades 6 to 8 Education
  - Subject: Social Studies
    - SubSubject: World and Eastern Hemispheric Histories
  - Abbreviated Title: M/J WRLD HIST ADV CP
- **Course Length:** Year (1)
- **Course Attributes:**
  - Class Size Core Required
- **Course Level:** 3

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**Educator Certifications**

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
- Elementary Education (Elementary Grades 1-6)
- Elementary Education (Grades K-6)
The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

**GENERAL INFORMATION**

**Course Number:** 2109030  
**Course Path:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >  
**Abbreviated Title:** M/J IB MYP WRLD HIST  
**Course Length:** Year (Y)  
**Course Attributes:**  
- International Baccalaureate (IB)  
**Course Level:** 3

**Educator Certifications**

<table>
<thead>
<tr>
<th>Middle Grades Integrated Curriculum (Middle Grades 5-9)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<td>Elementary Education (Grades K-6)</td>
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<tr>
<td>Elementary Education (Elementary Grades 1-6)</td>
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</tbody>
</table>
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| SS.68.HE.1.1: | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
  • Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
  • Students will analyze how antisemitism led to and contributed to the Holocaust.  
  • Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at:
http://www.ibo.org/en/programmes/

GENERAL INFORMATION

Course Number: 2109030

Course Type: Core Academic Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 6,7,8

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)
History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
General Course Information and Notes

VERSION DESCRIPTION
The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2109035
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 6, 7, 8

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 6 to 8 Education
Courses > Subject: Social Studies
SubSubject: World and Eastern Hemispheric Histories
Abbreviated Title: M/J IB MYP WH & CP
Course Length: Year (Y)
Course Attributes:
- International Baccalaureate (IB)
Course Level: 3

Educator Certifications

- Middle Grades Integrated Curriculum (Middle Grades 5-9)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
- History (Grades 6-12)
- Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6)
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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</table>
| SS.68.HE.1.1    | Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
  - Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.  
  - Students will analyze how antisemitism led to and contributed to the Holocaust.  
  - Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). |

General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2109035

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

Course Path: Section: Grades PreK to 12 Education  
Courses -> Grade Group: Grades 6 to 8 Education  
Courses -> Subject: Social Studies -> SubSubject: World and Eastern Hemispheric Histories ->  
Abbreviated Title: M/J IB MYP WH & CP  
Course Length: Year (Y)  
Course Attributes:  
- International Baccalaureate (IB)  
Course Level: 3

Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)  
Social Science (Grades 5-9)  
Social Science (Grades 6-12)  
History (Grades 6-12)  
Elementary Education (Grades K-6)  
Elementary Education (Elementary Grades 1-6)
<table>
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<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Assess the influence of significant people or groups on Reconstruction. <strong>Clarifications:</strong> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Review causes and consequences of the Civil War. <strong>Clarifications:</strong> Examples may include, but are not limited to, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <strong>Clarifications:</strong> Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.1.6</td>
<td>Utilize timelines to identify the time sequence of historical data. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Assess the issues that divided Republicans during the early Reconstruction era. <strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.2.3</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.2.4</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era. <strong>Clarifications:</strong> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
SS.912.A.2.7: Review the Native American experience.

Clarifications:
Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.

SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examples may include, but are not limited to, railroad building, telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.

SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

Clarifications:
Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.

Clarifications:
Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.6: Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.

Clarifications:
Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

Clarifications:
Examples may include, but are not limited to, nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

**SS.912.A.3.9:**

**Clarifications:**
Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist party, labor laws.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Review different economic and philosophic ideologies.

**SS.912.A.3.10:**

**Clarifications:**
Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

**SS.912.A.3.11:**

**Clarifications:**
Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

**SS.912.A.3.12:**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and peoples in Florida history as they relate to United States history.

**SS.912.A.3.13:**

**Clarifications:**
Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the major factors that drove United States imperialism.

**SS.912.A.4.1:**

**Clarifications:**
Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain the motives of the United States acquisition of the territories.

**SS.912.A.4.2:**

**Clarifications:**
Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine causes, course, and consequences of the Spanish American War.

**SS.912.A.4.3:**

**Clarifications:**
Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

**Clarifications:**
SS.912.A.4.4: Examine causes, course, and consequences of United States involvement in World War I.

**Clarifications:**
Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.5: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

**Clarifications:**
Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

**Clarifications:**
Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.7: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

**Clarifications:**
Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.8: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

**Clarifications:**
Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.9: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

**Clarifications:**
Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.10: Examine key events and peoples in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.11: Discuss the economic outcomes of demobilization.

**Clarifications:**
Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.1: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

**Clarifications:**
Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.2: Examine the impact of United States foreign economic policy during the 1920s.

**Clarifications:**
Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-38. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
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<tr>
<th>Benchmark</th>
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<th>Clarifications</th>
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<tbody>
<tr>
<td>SS.912.A.5.4</td>
<td>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.5.5</td>
<td>Describe efforts by the United States and other world powers to avoid future wars.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.6</td>
<td>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.5.7</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.8</td>
<td>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.5.9</td>
<td>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.10</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.11</td>
<td>Examine causes, course, and consequences of the Great Depression and the New Deal.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.5.12</td>
<td>Examine key events and people in Florida history as they relate to United States history.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.1</td>
<td>Examine causes, course, and consequences of World War II on the United States and the world.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Benchmark</td>
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<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.3:</td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
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<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.4:</td>
<td>Examine efforts to expand or contract rights for various populations during World War II.</td>
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<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.</td>
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<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.5:</td>
<td>Explain the impact of World War II on domestic government policy.</td>
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<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</td>
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<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.6:</td>
<td>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</td>
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<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.6.7:</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
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<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.8:</td>
<td>Analyze the effects of the Red Scare on domestic United States policy.</td>
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<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.</td>
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<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.9:</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
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<td>Clarifications:</td>
<td>Examples may include, but are not limited to, the Declaration of Human Rights.</td>
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<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.11:</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</td>
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<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.</td>
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<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.6.13:</td>
<td>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.6.14:</td>
<td>Analyze causes, course, and consequences of the Vietnam War. <strong>Clarifications:</strong> Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.15:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history. <strong>Clarifications:</strong> Examples may include, but are not limited to, Mosquito Fleet, &quot;Double V Campaign&quot;, construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.1:</td>
<td>Identify causes for Post-World War II prosperity and its effects on American society. <strong>Clarifications:</strong> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.7.2:</td>
<td>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.7.3:</td>
<td>Examine the changing status of women in the United States from post-World War II to present. <strong>Clarifications:</strong> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.7.4:</td>
<td>Evaluate the success of 1960s era presidents' foreign and domestic policies. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.5:</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.7.6:</td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <strong>Clarifications:</strong> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney H. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X[El-Hajj Malik El-Shabazz], Stokely Carmichael [kWame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale]. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</table>
### Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Examine changes in immigration policy and attitudes toward immigration since 1950.

**SS.912.A.7.10:**
Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**SS.912.A.7.11:**
Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**SS.912.A.7.12:**
Analyze the effects of foreign and domestic terrorism on the American people.

**Clarifications:**
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Examine changes in immigration policy and attitudes toward immigration since 1950.

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Analyze the significance of Vietnam and Watergate on the government and people of the United States.

**SS.912.A.7.9:**
Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clarifications:**
Examples may include, but are not limited to, mistrust of government and the successes and failures of these programs to promote social and economic stability.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Analyze the significance of Vietnam and Watergate on the government and people of the United States.

**Clarifications:**
Examples may include, but are not limited to, Vietnam War, Watergate, Nixon Resignation, Vietnam Veterans Against the War, Vietnam Moratorium, Operation Ranch Hand, Agent Orange.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**SS.912.A.7.7:**
Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**SS.912.A.7.8:**
Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Analyze the effects of transportation, trade, communication, science,
and technology on the preservation and diffusion of culture.

Determine the meaning of words and phrases as they are used in a text,
and term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

This benchmark is annually evaluated on the United States History End-of-Course Assessment.
For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and key people in Florida history as they relate to United States history.

Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Section of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment.
For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

Relate works in the arts to various cultures.

Relate works in the arts to various cultures.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

Examples of physical characteristics are climate, terrain, resources.

Examples of human characteristics are religion, government, economy, demography.

Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR test complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Write arguments focused on discipline-specific content.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**LAFS.1112.WHST.1.1:**

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.1112.WHST.1.2:**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**LAFS.1112.WHST.2.4:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.1112.WHST.2.5:**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LAFS.1112.WHST.2.6:**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**LAFS.1112.WHST.3.7:**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.1112.WHST.3.8:**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**LAFS.1112.WHST.3.9:**

Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.1112.WHST.4.10:**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MAFS.912.S-IC.2.3:**

Recognize the purpose of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

**MAFS.912.S-ID.1.1:**

In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.2:**

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

**MAFS.912.S-ID.1.3:**

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

**MAFS.912.S-ID.1.4:**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

**MAFS.912.S-ID.1.5:**

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or a dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts through oral, written, and visual means. They label and describe features, graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

General Course Information and Notes

VERSION DESCRIPTION

United States History (U.S. History) 9-12 Course - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts and graphs.

Special Notes: Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

<table>
<thead>
<tr>
<th>ELD.K12.ELL.SS.1</th>
<th>Provide extensive text-based research and writing opportunities (claims and evidence).</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.K12.MP.3.1</td>
<td>Make close reading and rereading of texts central to lessons.</td>
</tr>
<tr>
<td>MAFS.K12.MP.5.1</td>
<td>Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1</td>
<td>Requiring students to support answers with evidence from the text.</td>
</tr>
<tr>
<td>HE.912.C.2.4:</td>
<td>Provide extensive text-based research and writing opportunities (claims and evidence).</td>
</tr>
</tbody>
</table>

Clariations:

- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

**Additional Instructional Resources:**


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**GENERAL INFORMATION**

- **Course Number:** 2100310
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12,30,31
- **Graduation Requirement:** United States History

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: US HIST

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

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**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 5-9)
**Course Standards**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Clariations: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Clariations: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://wwwfldoeorgbii/library_media/pdf/12totalfindspdf">http://wwwfldoeorgbii/library_media/pdf/12totalfindspdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction. Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.3</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era. Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.4</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.6</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.7:</td>
<td>Review the Native American experience.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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</table>

<table>
<thead>
<tr>
<th>SS.912.A.3.1:</th>
<th>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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<tr>
<th>SS.912.A.3.2:</th>
<th>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.</td>
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<thead>
<tr>
<th>SS.912.A.3.3:</th>
<th>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, railroad, telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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<tr>
<th>SS.912.A.3.4:</th>
<th>Identify significant inventors of the Industrial Revolution including African Americans and women.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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<thead>
<tr>
<th>SS.912.A.3.5:</th>
<th>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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<tr>
<th>SS.912.A.3.6:</th>
<th>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, nativism, integration of immigrants into society when comparing &quot;Old&quot; [before 1890] and &quot;New&quot; immigrants [after 1890], Immigration Act of 1924.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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<tr>
<th>SS.912.A.3.7:</th>
<th>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</td>
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<tr>
<th>SS.912.A.3.8:</th>
<th>Evaluate the United States experience in the early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</th>
</tr>
</thead>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</td>
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</tr>
<tr>
<td>Benchmark</td>
<td>Description</td>
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</tr>
<tr>
<td>SS.912.A.3.9</td>
<td>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.A.3.11</td>
<td>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>SS.912.A.3.12</td>
<td>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</td>
</tr>
<tr>
<td>SS.912.A.3.13</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td>SS.912.A.4.1</td>
<td>Analyze the major factors that drove United States imperialism.</td>
</tr>
<tr>
<td>SS.912.A.4.2</td>
<td>Explain the motives of the United States acquisition of the territories.</td>
</tr>
<tr>
<td>SS.912.A.4.3</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
</tr>
<tr>
<td>SS.912.A.4.4</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</td>
</tr>
<tr>
<td>SS.912.A.4.4:</td>
<td>Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE View of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.5:</td>
<td>Examine causes, course, and consequences of United States involvement in World War I. Clarifications: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.6:</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.7:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe. Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States. Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.9:</td>
<td>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations. Clarifications: Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.10:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history. Clarifications: Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.11:</td>
<td>Discuss the economic outcomes of demobilization. Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE View of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.1:</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare. Clarifications: Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.2:</td>
<td>Examine the impact of United States foreign economic policy during the 1920s. Clarifications: Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 33-34. Additional resources may be found on the FLDOE View of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

**Clarifications:**
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Describe efforts by the United States and other world powers to avoid future wars.

**Clarifications:**
- Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Clarifications:**
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


**Clarifications:**
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

**Clarifications:**
- Examples may include, but are not limited to, 100 Percent Americanism.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**Clarifications:**
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine causes, course, and consequences of the Great Depression and the New Deal.

**Clarifications:**
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and people in Florida history as they relate to United States history.

**Clarifications:**
- Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine causes, course, and consequences of World War II on the United States and the world.

**Clarifications:**
- Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
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<tr>
<td>SS.912.A.6.3:</td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.4:</td>
<td>Examine efforts to expand or contract rights for various populations during World War II.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.5:</td>
<td>Explain the impact of World War II on domestic government policy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.6.6:</td>
<td>Analyze the use of atomic weapons during World War II and the aftermath of the bombing.</td>
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<td><strong>Clarifications:</strong></td>
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<tr>
<td>SS.912.A.6.7:</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.8:</td>
<td>Analyze the effects of the Red Scare on domestic United States policy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.9:</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Declaration of Human Rights. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.11:</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</table>
SS.912.A.6.13:
Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

**Clarifications:**
Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.6.14:
Analyze causes, course, and consequences of the Vietnam War.

**Clarifications:**
Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.6.15:
Examine key events and peoples in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, Mosquito Reet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.1:
Identify causes for Post-World War II prosperity and its effects on American society.

**Clarifications:**
Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.2:
Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.3:
Examine the changing status of women in the United States from post-World War II to present.

**Clarifications:**
Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.4:
Evaluate the success of 1960s era presidents' foreign and domestic policies.

**Clarifications:**
Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.5:
Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.6:
Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney H. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X(El-Hajj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is
Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**SS.912.A.7.7:**

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**SS.912.A.7.8:**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**SS.912.A.7.9:**

**Clarifications:**
Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine changes in immigration policy and attitudes toward immigration since 1950.

**SS.912.A.7.10:**

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**SS.912.A.7.11:**

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**SS.912.A.7.12:**

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**SS.912.A.7.13:**

**Clarifications:**
Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**SS.912.A.7.14:**

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the effects of foreign and domestic terrorism on the American people.

**SS.912.A.7.15:**

**Clarifications:**
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine changes in immigration policy and attitudes toward immigration since 1950.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Clarifications</th>
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<tbody>
<tr>
<td>SS.912.A.7.16:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.17:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
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<tr>
<td>SS.912.G.1.3:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<tr>
<td>SS.912.G.4.2:</td>
<td>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Relate works in the arts to various cultures.</td>
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<tr>
<td>SS.912.H.1.1:</td>
<td>Examine artistic response to social issues and new ideas in various cultures.</td>
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<td>SS.912.H.1.3:</td>
<td>Mathematics who participate in effortful learning both individually and with others:</td>
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<td>- Analyze the problem in a way that makes sense given the task.</td>
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<td>- Ask questions that will help with solving the task.</td>
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<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>- Help and support each other when attempting a new method or approach.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td>- Demonstrate understanding by representing problems in multiple ways.</td>
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<td>- Build understanding through modeling and using manipulatives.</td>
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<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>- Express connections between concepts and representations.</td>
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<td>- Choose a representation based on the given context or purpose.</td>
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<td>MA.K12.MTR.2.1:</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td></td>
<td>- Help students make connections between concepts and representations.</td>
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<tr>
<td></td>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td>- Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
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<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Complete tasks with mathematical fluency.</td>
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<td>- Mathematicians who complete tasks with mathematical fluency:</td>
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<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<tr>
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<td>- Complete tasks accurately and with confidence.</td>
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<td>- Adapt procedures to apply them to a new context.</td>
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<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>
Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Mathematicians who apply mathematics to real-world contexts:
- Apply mathematics to real-world contexts.

Mathematicians who assess the reasonableness of solutions:
- Assess the reasonableness of solutions.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Mathematicians who assess the reasonableness of solutions:
- Assess the reasonableness of solutions.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
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Mathematicians who apply mathematics to real-world contexts:
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Cite evidence to explain and justify reasoning.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
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Cite evidence to explain and justify reasoning.
referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
<th>Make inferences to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>ELD.K12.ELL.SI.1:</th>
<th>English language learners communicate for social and instructional purposes within the school setting.</th>
</tr>
</thead>
</table>

| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

<table>
<thead>
<tr>
<th>HE.912.C.2.4:</th>
<th>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**VERSION DESCRIPTION**

**United States History (U.S. History) 9-12 Course** - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Special Notes:** Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf).

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard
should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

Additional Instructional Resources:

**GENERAL INFORMATION**

**Course Number:** 2100310
**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
**Abbreviated Title:** US HIST
**Number of Credits:** One (1) credit
**Course Type:** Core Academic Course
**Course Status:** State Board Approved
**Grade Level(s):** 9,10,11,12,30,31
**Graduation Requirement:** United States History

**Course Length:** Year (Y)
**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Educator Certifications**

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tbody>
<tr>
<td>Social Science (Grades 5-9)</td>
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</table>
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td>SS.912.A.2.3:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, see the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, see the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
### SS.912.A.2.6: Review the Native American experience.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.2.7: Analyze the economic challenges to American farmers and farmers’ responses to these challenges in the mid to late 1800s.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.3.1: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.3.2: Compare the first and second Industrial Revolutions in the United States.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.3.3: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

**Clarifications:**
Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.

### SS.912.A.3.4: Identify significant inventors of the Industrial Revolution including African Americans and women.

**Clarifications:**
Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.

### SS.912.A.3.5: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

**Clarifications:**
Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

### SS.912.A.3.6: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).

**Clarifications:**
Examples may include, but are not limited to nativism, integration of immigrants into society when comparing “Old” [before 1890] and “New” immigrants [after 1890], Immigration Act of 1924.

### SS.912.A.3.7: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social

**Clarifications:**
Examples may include, but are not limited to, nativism, integration of immigrants into society when comparing “Old” [before 1890] and “New” immigrants [after 1890], Immigration Act of 1924.
**SS.912.A.3.8:** Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

**Clarifications:** Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.9:** Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

**Clarifications:** Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.10:** Review different economic and philosophic ideologies.

**Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.11:** Evaluate the influence of American political leaders on social issues and the labor movement.

**Clarifications:** Examples may include, but are not limited to, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, Hamilton Disston.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.12:** Examine key events and peoples in Florida history as they relate to United States history.


This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.13:** Analyze the major factors that drove United States imperialism.

**Clarifications:** Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.1:** Explain the motives of the United States acquisition of the territories.

**Clarifications:** Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.2:** Examine causes, course, and consequences of the Spanish American War.

**Clarifications:** Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.4.4</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction. <strong>Clarifications:</strong> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.5</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.6</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information). <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.7</td>
<td>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations. <strong>Clarifications:</strong> Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.4.8</td>
<td>Examine key events and peoples in Florida history as they relate to United States history. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.9</td>
<td>Examine causes, course, and consequences of United States involvement in World War I. <strong>Clarifications:</strong> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.10</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information). <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.1</td>
<td>Examine the impact of European military and industrial war preparations on the United States. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.2</td>
<td>Examine the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare. <strong>Clarifications:</strong> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
| SS.912.A.5.3 | Examine the impact of United States foreign economic policy during the 1920s. **Clarifications:** Additional resources may be found on the FLDOE Social Studies webpage.
SS.912.A.5.3:

Evaluate the causes, course, and consequences of World War II on the United States and the world.

Clarifications:
Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.

SS.912.A.5.4:

Describe efforts by the United States and other world powers to avoid future wars.

SS.912.A.5.5:

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

SS.912.A.5.6:

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.7:


SS.912.A.5.8:

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.9:

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.5.10:

Examine causes, course, and consequences of the Great Depression and the New Deal.

SS.912.A.5.11:

Examine key events and people in Florida history as they relate to United States history.

SS.912.A.5.12:

Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.1:

Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.6.2</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</td>
</tr>
<tr>
<td>SS.912.A.6.3</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
</tr>
<tr>
<td>SS.912.A.6.4</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Examine efforts to expand or contract rights for various populations during World War II.</td>
</tr>
<tr>
<td>SS.912.A.6.5</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Explain the impact of World War II on domestic government policy.</td>
</tr>
<tr>
<td>SS.912.A.6.6</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</td>
</tr>
<tr>
<td>SS.912.A.6.7</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
</tr>
<tr>
<td>SS.912.A.6.8</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Analyze the effects of the Red Scare on domestic United States policy.</td>
</tr>
<tr>
<td>SS.912.A.6.9</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
</tr>
<tr>
<td>SS.912.A.6.10</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</td>
</tr>
<tr>
<td>SS.912.A.6.11</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</td>
</tr>
<tr>
<td>SS.912.A.6.12</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Examine causes, course, and consequences of the Korean War.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- Clarifications may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.
<table>
<thead>
<tr>
<th>Benchmark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.6.12</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</td>
</tr>
<tr>
<td>SS.912.A.6.13</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze causes, course, and consequences of the Vietnam War.</td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td>SS.912.A.6.14</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, the NAACP, National Urban League, Peace Corps, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</td>
</tr>
<tr>
<td>SS.912.A.6.15</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify causes for Post-World War II prosperity and its effects on American society.</td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</td>
</tr>
<tr>
<td>SS.912.A.7.1</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examine the changing status of women in the United States from post-World War II to present.</td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinern, Phyliss Schlafly, Billie Jean King, feminism.</td>
</tr>
<tr>
<td>SS.912.A.7.2</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the success of 1960s era presidents’ foreign and domestic policies.</td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</td>
</tr>
<tr>
<td>SS.912.A.7.3</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td>SS.912.A.7.4</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</td>
</tr>
<tr>
<td></td>
<td>Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., ...</td>
</tr>
</tbody>
</table>
### SS.912.A.7.6:

Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.7:

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.8:

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.9:

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, mistrust of government and Watergate on the government and people of the United States.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.10:

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.11:

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.12:

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**Clarifications:**
Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.13:

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.14:

Analyze the effects of foreign and domestic terrorism on the American people.

**Clarifications:**
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
### SS.912.A.7.16:
#### Examine changes in immigration policy and attitudes toward immigration since 1950.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.17:
#### Examine key events and key people in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.G.1.2:
#### Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

### SS.912.G.1.3:
#### Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

**Clarifications:**
Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

### SS.912.G.2.1:
#### Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

### SS.912.G.2.3:
#### Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

### SS.912.H.1.1:
#### Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

**Clarifications:**
Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

### SS.912.H.1.3:
#### Relate works in the arts to various cultures.

**Clarifications:**
Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

### SS.912.H.1.5:
#### Examine artistic response to social issues and new ideas in various cultures.

**Clarifications:**
Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

### SS.912.H.3.1:
#### Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

### LAFS.1112.RH.1.1:
#### Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### LAFS.1112.RH.1.2:
#### Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### LAFS.1112.RH.1.3:
#### Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### LAFS.1112.RH.1.4:
#### Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

### LAFS.1112.RH.1.5:
#### Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

### LAFS.1112.RH.2.6:
#### Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### LAFS.1112.RH.3.7:
#### Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### LAFS.1112.RH.3.8:
#### Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### LAFS.1112.RH.3.9:
#### Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### LAFS.1112.RH.4.10:
#### By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

### LAFS.1112.SL.1.1:
#### Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### LAFS.1112.SL.1.2:
#### Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### LAFS.1112.SL.1.3:
#### Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Develop and strengthen writing as needed by planning, revising, editing, and rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overrelevance on any one source and following a standard format for citation.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

- Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
- Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givers, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution.
English language learners communicate for social and instructional purposes within the school setting. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument— explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.1.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.3.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.5.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MAFS.K12.MP.6.1: Clarifications:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

General Course Information and Notes

**GENERAL NOTES**

**United States History (U.S. History) 9-12 Course** - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 35 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf

Instructional Practices:
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

GENERAL INFORMATION

Course Number: 2100315
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: US HIST CR
Number of Credits: One (1) credit
Course Type: Credit Recovery
Course Status: State Board Approved
Course Length: Credit Recovery (R)
Course Level: 2
Grade Level(s): 9,10,11,12

Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2:</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td>SS.912.A.2.3:</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Examples may include, but are not limited to, abolition of slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.
- Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf

**Examples:**
- Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.
- Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.
- Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.
SS.912.A.2.6: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Review the Native American experience.

SS.912.A.2.7: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

SS.912.A.3.1: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.3.2: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the first and second Industrial Revolutions in the United States.

SS.912.A.3.3: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.3.4: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify significant inventors of the Industrial Revolution including African Americans and women.

SS.912.A.3.5: Clarifications: Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.6: Clarifications: Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

SS.912.A.3.7: Clarifications: Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Darwinism, developments in the Progressive Era, creation of the Populist Party, suffragists).

SS.912.A.4.1: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify the consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.4.2: Clarifications: Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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SS.912.A.4.7: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify the consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.4.8: Clarifications: Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

SS.912.A.4.9: Clarifications: Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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SS.912.A.4.10: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify the consequences of the second Industrial Revolution that began in the late 19th century.
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<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
<th>Clarifications</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.3.8</td>
<td>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist party, labor laws. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tr>
<tr>
<td>SS.912.A.3.9</td>
<td>Review different economic and philosophic ideologies.</td>
<td><strong>Clarifications:</strong> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.3.12</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.3.13</td>
<td>Analyze the major factors that drove United States imperialism.</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.4.1</td>
<td>Explain the motives of the United States acquisition of the territories.</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.4.2</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</table>
SS.912.A.4.4:
Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

**Clarifications:** Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.5:
Examine causes, course, and consequences of United States involvement in World War I.

**Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson’s Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.6:
Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.7:
Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.8:
Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.9:
Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.10:
Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

**Clarifications:** Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.4.11:
Examine key events and peoples in Florida history as they relate to United States history.

**Clarifications:** Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.1:
Discuss the economic outcomes of demobilization.

**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.2:
Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

**Clarifications:** Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.5:
Examine the impact of United States foreign economic policy during the 1920s.
### SS.912.A.5.3:
**Clarifications:**
Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.4:
**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.5:
**Clarifications:**
Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.6:
**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.7:
**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.8:
**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.9:
**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.10:
**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.11:
**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.12:
**Clarifications:**
Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.

### SS.912.A.6.1:
Examine causes, course, and consequences of the Great Depression and the New Deal.

**Clarifications:**
Examine the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.2:
Examine key events and people in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.3:
Examine causes, course, and consequences of World War II on the United States and the world.

**Clarifications:**
Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
| SS.912.A.6.2: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). |
| SS.912.A.6.3: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Analyze the impact of the Holocaust during World War II on Jews as well as other groups. |
| SS.912.A.6.4: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Examine efforts to expand or contract rights for various populations during World War II. |
| SS.912.A.6.5: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Explain the impact of World War II on domestic government policy. |
| SS.912.A.6.6: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Analyze the use of atomic weapons during World War II and the aftermath of the bombings. |
| SS.912.A.6.7: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Describe the attempts to promote international justice through the Nuremberg Trials. |
| SS.912.A.6.8: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Analyze the effects of the Red Scare on domestic United States policy. |
| SS.912.A.6.9: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune. |
| SS.912.A.6.10: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact). |
| SS.912.A.6.11: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world. |
| SS.912.A.6.12: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. | Examine causes, course, and consequences of the Korean War. |

**Clarifications:**
- SS.912.A.6.2: Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.
<table>
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<tr>
<th>Benchmark</th>
<th>Description</th>
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<tr>
<td><strong>SS.912.A.6.12:</strong></td>
<td>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</td>
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<td><strong>SS.912.A.6.13:</strong></td>
<td>Analyze causes, course, and consequences of the Vietnam War. <strong>Clarifications:</strong> Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</td>
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<td><strong>SS.912.A.6.14:</strong></td>
<td>Examine key events and peoples in Florida history as they relate to United States history. <strong>Clarifications:</strong> Examples may include, but are not limited to, Mosquito Fleet, “Double V Campaign”, construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</td>
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<tr>
<td><strong>SS.912.A.6.15:</strong></td>
<td>Identify causes for Post-World War II prosperity and its effects on American society. <strong>Clarifications:</strong> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</td>
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<tr>
<td><strong>SS.912.A.7.2:</strong></td>
<td>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td><strong>SS.912.A.7.3:</strong></td>
<td>Examine the changing status of women in the United States from post-World War II to present. <strong>Clarifications:</strong> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</td>
</tr>
<tr>
<td><strong>SS.912.A.7.4:</strong></td>
<td>Evaluate the success of 1960s era presidents' foreign and domestic policies. <strong>Clarifications:</strong> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</td>
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<td><strong>SS.912.A.7.5:</strong></td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
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<tr>
<td><strong>SS.912.A.7.6:</strong></td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <strong>Clarifications:</strong> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., feminism.</td>
</tr>
</tbody>
</table>
### SS.912.A.7.6:

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.7:

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.8:

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.9:

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

Analyze the significance of Vietnam and Watergate on the government and people of the United States.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.10:

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.11:

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.12:

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**Clarifications:**
Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.13:

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.14:

Analyze the effects of foreign and domestic terrorism on the American people.

**Clarifications:**
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
### SS.912.A.7.16:
**Clari**f**ications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine changes in immigration policy and attitudes toward immigration since 1950.

### SS.912.A.7.17:
**Clari**f**ications:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.G.1.2:
**Clari**f**ications:**
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

### SS.912.G.1.3:
**Clari**f**ications:**
Identify the physical characteristics and the human characteristics that define and differentiate regions.

### SS.912.G.2.1:
**Clari**f**ications:**
Examples of physical characteristics are climate, terrain, resources.

Examples of human characteristics are religion, government, economy, demography.

### SS.912.G.4.2:
**Clari**f**ications:**
Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

### SS.912.G.4.3:
**Clari**f**ications:**
Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

### SS.912.H.1.1:
**Clari**f**ications:**
Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

### SS.912.H.1.3:
**Clari**f**ications:**
Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

Relate works in the arts to various cultures.

### SS.912.H.1.5:
**Clari**f**ications:**
Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

Examine artistic response to social issues and new ideas in various cultures.

### SS.912.H.3.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

### MA.K12.MTR.1.1:
**Clari**f**ications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

### MA.K12.MTR.2.1:
**Clari**f**ications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
**MA.K12.MTR.3.1:**
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.
### GENERAL NOTES

**United States History (U.S. History) 9-12 Course** - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Special Notes:**
Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:
- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf)

**Instructional Practices:**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer,
complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are provided with activities and instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
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<tbody>
<tr>
<td><strong>Course Number:</strong> 2100315</td>
</tr>
<tr>
<td><strong>Course Path:</strong> Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: American and Western Hemispheric Histories &gt; <strong>Abbreviated Title:</strong> US HIST CR</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong> One (1) credit</td>
</tr>
<tr>
<td><strong>Course Type:</strong> Credit Recovery</td>
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<tr>
<td><strong>Course Status:</strong> State Board Approved</td>
</tr>
<tr>
<td><strong>Grade Level(s):</strong> 9,10,11,12</td>
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<th>Educator Certifications</th>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<td>Social Science (Grades 6-12)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
</tbody>
</table>

### SS.912.A.1.1 Clarifications:
- Examples include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.

### SS.912.A.2.1 Clarifications:
- Review causes and consequences of the Civil War.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.2.2 Clarifications:
- Assess the influence of significant people or groups on Reconstruction.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.2.3 Clarifications:
- Describe the issues that divided Republicans during the early Reconstruction era.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.2.4 Clarifications:
- Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.2.5 Clarifications:
- Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.2.6 Clarifications:
- Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.2.7: Review the Native American experience.  
**Clarifications:**  
Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  
Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.

SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  
Examples may include, but are not limited to, changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  
Examples may include, but are not limited to, expansion, expansion of trade and development of new industries.

SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.  
**Clarifications:**  
Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.  
**Clarifications:**  
Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.6: Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.  
**Clarifications:**  
Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).  
**Clarifications:**  
Examples may include, but are not limited to, nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
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<tr>
<th>Benchmark</th>
<th>Description</th>
<th>Clarifications</th>
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<tbody>
<tr>
<td>SS.912.A.3.9</td>
<td>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</td>
<td>Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist party, labor laws. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies.</td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.11</td>
<td>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</td>
<td>Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.12</td>
<td>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</td>
<td>Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert La Follette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.13</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
<td>Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaillie Tucker, Hamilton Disston. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.1</td>
<td>Analyze the major factors that drove United States imperialism.</td>
<td>Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.2</td>
<td>Explain the motives of the United States acquisition of the territories.</td>
<td>Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.3</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
<td>Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</td>
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</table>

Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>SS.912.A.4.4:</th>
<th>Examine causes, course, and consequences of United States involvement in World War I.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment.</strong> For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.912.A.4.5:</th>
<th>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</table>

<table>
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<tr>
<th>SS.912.A.4.6:</th>
<th>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, Espionage Act, Sedition Act, Committee of Public Information).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SS.912.A.4.7:</th>
<th>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment.</strong> For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tbody>
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<thead>
<tr>
<th>SS.912.A.4.8:</th>
<th>Examine key events and peoples in Florida history as they relate to United States history.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment.</strong> For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tr>
</tbody>
</table>

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<tr>
<th>SS.912.A.4.9:</th>
<th>Discuss the economic outcomes of demobilization.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.A.5.1:</th>
<th>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment.</strong> For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.A.5.2:</th>
<th>Examine the impact of United States foreign economic policy during the 1920s.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.</td>
</tr>
</tbody>
</table>
| SS.912.A.5.4: | Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.5: | Describe efforts by the United States and other world powers to avoid future wars.clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.6: | Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.7: | Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.8: | Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.9: | Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.clarifications:
Examples may include, but are not limited to, 100 Percent Americanism. |
| SS.912.A.5.10: | Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.11: | Examine causes, course, and consequences of the Great Depression and the New Deal.clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.12: | Examine key events and people in Florida history as they relate to United States history.clarifications:
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson. |
| SS.912.A.6.1: | Examine causes, course, and consequences of World War II on the United States and the world.clarifications:
Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta. |

Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.6.2</td>
<td>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</td>
</tr>
<tr>
<td>SS.912.A.6.3</td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
</tr>
<tr>
<td>SS.912.A.6.4</td>
<td>Examine efforts to expand or contract rights for various populations during World War II.</td>
</tr>
<tr>
<td>SS.912.A.6.5</td>
<td>Explain the impact of World War II on domestic government policy.</td>
</tr>
<tr>
<td>SS.912.A.6.6</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</td>
</tr>
<tr>
<td>SS.912.A.6.7</td>
<td>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</td>
</tr>
<tr>
<td>SS.912.A.6.8</td>
<td>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</td>
</tr>
<tr>
<td>SS.912.A.6.9</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
</tr>
<tr>
<td>SS.912.A.6.10</td>
<td>Analyze the effects of the Red Scare on domestic United States policy.</td>
</tr>
<tr>
<td>SS.912.A.6.11</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
</tr>
<tr>
<td>SS.912.A.6.12</td>
<td>Examine causes, course, and consequences of the Korean War.</td>
</tr>
</tbody>
</table>

**Clarifications:**

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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### SS.912.A.6.13:
Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

**Clarifications:**
Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.14:
Analyze causes, course, and consequences of the Vietnam War.

**Clarifications:**
Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.15:
Examine key events and peoples in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.1:
Identify causes for Post-World War II prosperity and its effects on American society.

**Clarifications:**
Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.2:
Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.3:
Examine the changing status of women in the United States from post-World War II to present.

**Clarifications:**
Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.4:
Evaluate the success of 1960s era presidents' foreign and domestic policies.

**Clarifications:**
Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.5:
Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.6:
Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney H. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [EL-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamal Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clariations**: Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clariations**: Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**Clariations**: Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clariations**: Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.

**Clariations**: Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine changes in immigration policy and attitudes toward immigration since 1950.
Examine key events and key people in Florida history as they relate to United States history.

Clarifications:
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.17:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.2:

Employ spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1:

Clarifications:
Examples of physical characteristics are climate, terrain, resources.
Examples of human characteristics are religion, government, economy, demography.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.H.1.1:

Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.3:

Relate works in the arts to various cultures.

SS.912.H.1.5:

Clarifications:
Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

SS.912.H.3.1:

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

LAFS.1112.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LAFS.1112.RH.2.5:

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6:

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3.7:

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8:

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

LAFS.1112.RH.3.9:

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4.10:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.SL.1.1:

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2:

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3:

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4:

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1:
- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.1112.WHST.1.2:
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

LAFS.1112.WHST.2.4:
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.2.5:
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.6:
- Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LAFS.1112.WHST.3.7:
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.912.S-IC.2.4:
- Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

LAFS.912.S-IC.2.5:
- Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

LAFS.912.S-ID.1.1:
- Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

LAFS.912.S-ID.1.2:
- Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

LAFS.912.S-ID.1.3:
- Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

LAFS.912.S-ID.1.4:
- Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and
Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

General Course Information and Notes

**GENERAL NOTES**

**United States History (U.S. History) 9-12 Course** - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Honors and Advanced Level Course Note**: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf

**Instructional Practices:**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer,
complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**


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**GENERAL INFORMATION**

**Course Number:** 2100320

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >

**SubSubject:** American and Western Hemispheric Histories >

**Abbreviated Title:** US HIST HON

**Course Length:** Year (Y)

**Course Attributes:**
- Honors
- Class Size Core Required

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9, 10, 11, 12

**Graduation Requirement:** United States History

**Educator Certifications**

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 5-9)</td>
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<td>Social Science (Grades 6-12)</td>
</tr>
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</table>

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### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.5.1</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.3.1</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. <strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.6.1</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.7.1</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Identify and analyze the perspectives of different groups during the Reconstruction era. <strong>Clarifications:</strong> Elements may include the social and cultural aspects of Reconstruction society.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Assess the influence of significant people or groups on Reconstruction. <strong>Clarifications:</strong> Elements may include, but are not limited to, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>SS.912.A.9.1</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people. <strong>Clarifications:</strong> Elements may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era. <strong>Clarifications:</strong> Elements may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, the Ku Klux Klan, and the American White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td>SS.912.A.5.2</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <strong>Clarifications:</strong> Elements may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.7.2</td>
<td>Assess how Jim Crow Laws influenced the life for African Americans and other racial/ethnic minority groups. <strong>Clarifications:</strong> Elements may include, but are not limited to, social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.6.2</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States. <strong>Clarifications:</strong> Elements may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.7.3</td>
<td>Describe the events of the late Reconstruction period. <strong>Clarifications:</strong> Elements may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, the Ku Klux Klan, and the American White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td>Benchmark Code</td>
<td>Description</td>
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<tr>
<td>SS.912.A.2.7:</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td>SS.912.A.3.1:</td>
<td>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</td>
</tr>
<tr>
<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.3:</td>
<td>Compare the first and second Industrial Revolutions in the United States.</td>
</tr>
<tr>
<td>SS.912.A.3.4:</td>
<td>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</td>
</tr>
<tr>
<td>SS.912.A.3.5:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td>SS.912.A.3.6:</td>
<td>Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.</td>
</tr>
<tr>
<td>SS.912.A.3.7:</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</td>
</tr>
<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
</tbody>
</table>
**SS.912.A.3.9:**
Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

**Clarifications:**
Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist party, labor laws.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.10:**
Review different economic and philosophic ideologies.

**Clarifications:**
Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.11:**
Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

**Clarifications:**
Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.12:**
Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.13:**
Examine key events and peoples in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSailles Tucker, Hamilton Disston.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.1:**
Analyze the major factors that drove United States imperialism.

**Clarifications:**
Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.2:**
Explain the motives of the United States acquisition of the territories.

**Clarifications:**
Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.3:**
Examine causes, course, and consequences of the Spanish American War.

**Clarifications:**
Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.4:**
Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

**Clarifications:**
Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>SS.912.A.4.4:</th>
<th>Examine causes, course, and consequences of United States involvement in World War I.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>Example may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>SS.912.A.4.5:</th>
<th>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</th>
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<td>Example may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</td>
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<table>
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<tr>
<th>SS.912.A.4.6:</th>
<th>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, Espionage Act, Sedition Act, Committee of Public Information).</th>
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<tr>
<th>SS.912.A.4.7:</th>
<th>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</th>
</tr>
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<tr>
<th>SS.912.A.4.8:</th>
<th>Compare the how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</th>
</tr>
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<tr>
<th>SS.912.A.4.9:</th>
<th>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</th>
</tr>
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<tr>
<th>SS.912.A.4.10:</th>
<th>Examine key events and peoples in Florida history as they relate to United States history.</th>
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<tr>
<td>Example may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</td>
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</table>

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<thead>
<tr>
<th>SS.912.A.5.1:</th>
<th>Discuss the economic outcomes of demobilization.</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Example may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SS.912.A.5.2:</th>
<th>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.912.A.5.3:</th>
<th>Examine the impact of United States foreign economic policy during the 1920s.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-38. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td></td>
</tr>
</tbody>
</table>
### SS.912.A.5.4:
Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.5:
Describe efforts by the United States and other world powers to avoid future wars.

**Clarifications:**
Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.6:
Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.7:
Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.8:
Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.9:
Examine causes, course, and consequences of the Great Depression and the New Deal.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.10:
Examine key events and people in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.11:
Examine causes, course, and consequences of World War II on the United States and the world.

**Clarifications:**
Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>Benchmark Code</th>
<th>Description</th>
<th>Clarifications</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.6.2</td>
<td>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.3</td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.4</td>
<td>Examine efforts to expand or contract rights for various populations during World War II.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.5</td>
<td>Explain the impact of World War II on domestic government policy.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tr>
<tr>
<td>SS.912.A.6.6</td>
<td>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.7</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.8</td>
<td>Analyze the effects of the Red Scare on domestic United States policy.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.6.9</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.10</td>
<td>Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.11</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tr>
<tr>
<td>SS.912.A.6.12</td>
<td>Examine causes, course, and consequences of the Korean War.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</td>
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<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</td>
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<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.912.A.6.15:</th>
<th>Examine key events and peoples in Florida history as they relate to United States history.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Mosquito Fleet, &quot;Double V Campaign&quot;, construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.912.A.7.1:</th>
<th>Identify causes for Post-World War II prosperity and its effects on American society.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.A.7.2:</th>
<th>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.912.A.7.3:</th>
<th>Examine the changing status of women in the United States from post-World War II to present.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinern, Phyllis Schlafly, Billie Jean King, feminism.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.912.A.7.4:</th>
<th>Evaluate the success of 1960s era presidents' foreign and domestic policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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</table>

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<thead>
<tr>
<th>SS.912.A.7.5:</th>
<th>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<thead>
<tr>
<th>SS.912.A.7.6:</th>
<th>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney H. Young, A. Philip Randoloph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X(El-Haj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party (e.g., Huey P. Newton, Bobby Seale).</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
### SS.912.A.7.7
**Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.**

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.8
**Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.9
**Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.**

**Clarifications:**
Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.10
**Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.**

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.11
**Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.**

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.12
**Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.**

**Clarifications:**
Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.13
**Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).**

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.14
**Analyze the effects of foreign and domestic terrorism on the American people.**

**Clarifications:**
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.15
**Examine changes in immigration policy and attitudes toward immigration since 1950.**

**Clarifications:**
Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.
SS.912.A.7.16: Examine key events and key people in Florida history as they relate to United States history.

SS.912.A.7.17: Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.2.1: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.1: Relate works in the arts to various cultures.

SS.912.H.1.3: Relate works in the arts to various cultures.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2: Recognize students' effort when solving challenging problems.

SS.912.H.3.3: Foster perseverance in students by choosing tasks that are challenging.

SS.912.H.3.4: Cultivate a community of growth mindset learners.

SS.912.H.3.5: Demonstrate understanding by representing problems in multiple ways.

SS.912.H.3.6: Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.
<table>
<thead>
<tr>
<th>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
<tr>
<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
<tr>
<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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<tr>
<th>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</th>
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</thead>
<tbody>
<tr>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td>- Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td>- Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td>- Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td>- Construct possible arguments based on evidence.</td>
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<tr>
<th>Teachers who encourage students to assess the reasonableness of solutions:</th>
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</thead>
<tbody>
<tr>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td>- Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
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<tr>
<th>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</th>
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<tbody>
<tr>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
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<tr>
<td>- Relate previously learned concepts to new concepts.</td>
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<tr>
<td>- Look for similarities among problems.</td>
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<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
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<table>
<thead>
<tr>
<th>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
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<tbody>
<tr>
<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td>- Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
<tr>
<td>- Provide opportunities for students to create plans and procedures to solve problems.</td>
</tr>
<tr>
<td>- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers who encourage students to assess the reasonableness of solutions:</th>
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</thead>
<tbody>
<tr>
<td>- Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td>- Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
</tr>
<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
</tr>
<tr>
<td>- Strengthen students' ability to verify solutions through justifications.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers who encourage students to apply mathematics to real-world contexts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>- Use models and methods to understand, represent and solve problems.</td>
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<tr>
<td>- Perform investigations to gather data or determine if a method is appropriate.</td>
</tr>
<tr>
<td>- Redesign models and methods to improve accuracy or efficiency.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers who encourage students to apply mathematics to real-world contexts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
<tr>
<td>- Challenge students to question the accuracy of their models and methods.</td>
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<tr>
<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
</tr>
<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- K1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide.</td>
</tr>
</tbody>
</table>
**General Course Information and Notes**

**GENERAL NOTES**

**United States History (U.S. History) 9-12 Course** - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Honors and Advanced Level Course Note**: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes**: Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at [http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf](http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf)

**Instructional Practices**: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

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**Text Complexity**

**ELA.K12.EE.2.1:**
- **Clariﬁcations**: See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**

**ELA.K12.EE.3.1:**
- **Clariﬁcations**: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**ELA.K12.EE.4.1:**
- **Clariﬁcations**: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**

**ELA.K12.EE.5.1:**
- **Clariﬁcations**: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Use appropriate voice and tone when speaking or writing.**

**ELA.K12.EE.6.1:**
- **Clariﬁcations**: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:**
- **Clariﬁcations**: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**ELD.K12.ELL.SS.1:**
- **Clariﬁcations**: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**ELD.K12.ELL.SS.4:**
- **Clariﬁcations**: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

GENERAL INFORMATION

Course Number: 2100320
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: US HIST HON
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Attributes:
• Honors
• Class Size Core Required
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States History

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tbody>
<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2100330
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: AP U.S. HIST
Course Length: Year (Y)
Course Attributes:
- Advanced Placement (AP)
Course Level: 3

Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States History

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Gady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.2</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.3</td>
<td>Analyze how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.4</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.5</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.6</td>
<td>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</td>
</tr>
</tbody>
</table>
SS.912.A.5.6: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.7: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


SS.912.A.5.8: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.9: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.5.10: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.7.5: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.7.6: Clarifications:
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Jr., Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X, Malik El-Shabazz, Stokely Carmichael, Kwame Ture, H. Rap Brown, Jamil Abdullah Al-Amin, the Black Panther Party (e.g., Huey P. Newton, Bobby Seale).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

SS.912.A.7.7: Clarifications:
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.9: Clarifications:

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
| LAFS.910.SL.1.1: | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  
  c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| LAFS.910.SL.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| LAFS.910.SL.1.3: | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LAFS.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LAFS.910.WHST.1.1: | Write arguments focused on discipline-specific content:  
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  
  b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.  
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
  e. Provide a concluding statement or section that follows from or supports the argument presented. |
| LAFS.910.WHST.1.2: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| LAFS.910.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LAFS.910.WHST.2.5: | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LAFS.910.WHST.2.6: | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| MAFS.912.S-ID.1.2: | Use statistics appropriate to the shape of the data distribution, such as the characteristics of the data distribution, and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. |
| MAFS.912.S-ID.1.3: | Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). |
| MAFS.912.S-ID.1.4: | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. |

**Clarifications:**

| MAFS.912.S-ID.1.1: | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. |
| MAFS.912.S-ID.1.2: | Make sense of problems and persevere in solving them.  
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givers, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students...
Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give precisely formulated explanations of why answers are incorrect. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can read and listen to the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

General Course Information and Notes

**GENERAL NOTES**

This course consists of the following content area strands: World History, United States History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African-Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African-American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

**Mathematics Benchmark Guidance** - Social studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices** - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

GENERAL INFORMATION

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### Course Standards

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| SS.912.A.1.2 | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3 | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4 | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:**  
Evaluation of historical relevance, effectiveness, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5 | Review causes and consequences of the Civil War.  
**Clarifications:**  
Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.1 | Assess the influence of significant people or groups on Reconstruction.  
**Clarifications:**  
Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Gady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  
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| SS.912.A.2.4 | Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.  
**Clarifications:**  
Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  
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| SS.912.A.2.5 | Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.  
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| SS.912.A.2.6 | Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.  
**Clarifications:**  
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| SS.912.A.3.5 | Identify significant inventors of the Industrial Revolution including African Americans and women.  
**Clarifications:**  
Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Washington.  
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Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.6: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.7: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.10: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.5: Clarifications:
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SS.912.A.7.7: Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.C.2.9: Clarifications:

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Help and support each other when attempting a new method or approach.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Ask questions that will help with solving the task.
- Analyze the problem in a way that makes sense given the task.
### MA.K12.MTR.5.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

### Clarifications:

Mathematicians who foster perseverance in students by choosing tasks that are challenging:

- Select tasks that are challenging and require persistence.
- Create opportunities for students to reflect on their progress and adjust their strategies.
- Establish a culture in which students feel encouraged to persist in the face of challenges.

### MA.K12.MTR.6.1: Decompose a complex problem into manageable parts.

Mathematicians who decompose a complex problem into manageable parts:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Focus on relevant details within a problem.
- Decompose a complex problem into manageable parts.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### Clarifications:

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Use patterns and structure to help understand and connect mathematical concepts.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.1.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.2.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.3.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.4.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

### Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.5.1: Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who develop students' ability to justify methods and compare their responses to the responses of their peers:

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

| Clarity: Teachers who encourage students to apply mathematics to real-world contexts:
| - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
| - Challenge students to question the accuracy of their models and methods.
| - Support students as they validate conclusions by comparing them to the given situation.
| - Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

| Clarity:
| - K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
| - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
| - 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
| - 6-8 Students continue with previous skills and use a style guide to create a proper citation.
| - 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

| Clarity:
| - See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

| Clarity:
| - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

| Clarity:
| - In kindergarten, students learn to listen to one another respectfully.
| - In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
| - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

| Clarity:
| - Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

| Clarity:
| - In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Evaluate how environment and personal health are interrelated.

| Clarity:
| - Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
This course consists of the following content area strands: World History, United States History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African-Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African-American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

Instructional Practices - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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# African-American History (#2100335) 2023 - And Beyond

## Course Standards

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| SS.912.A.1.4 | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf |
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This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.6 | Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.  
**Clarifications:** Additional resources may be found on various websites such as the site for The Kinsey Collection.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

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**Examples:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf

**Clarifications:** Additional resources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.5.6: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.7: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.8: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


SS.912.A.5.9: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.10: Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.7.5: Clarifications: Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.7.6: Clarifications: Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Haj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.7.7: Clarifications: Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassesee Bus Boycott of 1956, March on Washington.

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

SS.912.CG.2.6: Clarifications: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

- Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
### MA.K12.MTR.1.1: Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
| MA.K12.MTR.6.1: | - Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context.  

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, "Does this solution make sense? How do you know?"  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students' ability to verify solutions through justifications.  

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.  

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines.  

| MA.K12.MTR.7.1: |  

| Clarifications: |  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  

| ELA.K12.EE.1.1: |  
| Clarifications: |  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  

| ELA.K12.EE.2.1: | Read and comprehend grade-level complex texts proficiently.  

| Clarifications: |  
See Text Complexity for grade-level complexity bands and a text complexity rubric.  

| ELA.K12.EE.3.1: | Make inferences to support comprehension.  

| Clarifications: |  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  

| ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  

| Clarifications: |  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________." The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  

| ELA.K12.EE.5.1: | Use the accepted rules governing a specific format to create quality work.  

| Clarifications: |  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  

| ELA.K12.EE.6.1: | Use appropriate voice and tone when speaking or writing.  

| Clarifications: |  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  

| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  

| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.  

| HE.912.C.1.3: | Evaluate how environment and personal health are interrelated.  

| Clarifications: |  
Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.  

**General Course Information and Notes**
This course consists of the following content area strands: World History, United States History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African-Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African-American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

**Instructional Practices** - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediadprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**

**Kinsey Collection:** http://www.thekinseycollection.com/the-kinsey-collection-on-itunes-u/

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**GENERAL INFORMATION**

- **Course Number:** 2100335
- **Number of Credits:** Half credit (.5)
- **Course Type:** Elective Course
- **Course Status:** Draft - Course Pending Approval
- **Grade Level(s):** 9,10,11,12

**Course Path:**
- **Section:** Grades PreK to 12 Education Courses
- **Grade Group:** Grades 9 to 12 and Adult Education Courses
- **Subject:** Social Studies
- **SubSubject:** American and Western Hemispheric Histories

**Abbreviated Title:** AFRICAN-AMER HISTORY

- **Course Length:** Semester (S)
- **Course Level:** 2

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**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<tr>
<td>SS.912.A.1.2</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<tr>
<td>SS.912.A.1.3</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<td><strong>Clarifications</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.4</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
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<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</td>
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<tr>
<td>SS.912.A.1.5</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
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<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<td>SS.912.A.1.7</td>
<td>Review causes and consequences of the Civil War.</td>
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<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
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<tr>
<td>SS.912.A.2.1</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
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<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
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<td>SS.912.A.2.2</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
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<tr>
<td><strong>Clarifications</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
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<tr>
<td>SS.912.A.2.4</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
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<td>SS.912.A.2.5</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
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<td>SS.912.A.3.8</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, social gospel movement, role of settlement houses and churches in providing services to the poor).</td>
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<tr>
<td>SS.912.A.4.8</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</td>
</tr>
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<td>SS.912.A.4.9</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
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<td>SS.912.A.5.2</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
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<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
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<td>SS.912.A.5.7</td>
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<td>SS.912.A.6.9</td>
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<td>SS.912.A.7.5:</td>
<td>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</td>
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<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.A.7.9:</th>
<th>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s. Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.A.7.12:</th>
<th>Examine key events and key people in Florida history as they relate to United States history.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.C.2.9:</th>
<th>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.C.3.10:</th>
<th>Evaluate the significance and outcomes of landmark Supreme Court cases.</th>
</tr>
</thead>
</table>
SS.912.C.4.3: Assess human rights policies of the United States and other countries.
SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
Examples are thematic, contour, and dot-density.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1:

Clarifications:
Examples of physical characteristics are climate, terrain, resources.
Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

Clarifications:
Examples are desertification, global warming, cataclysmic natural disasters.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

Clarifications:
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

Clarifications:
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.P.10.1: Define culture and diversity.
SS.912.P.10.3: Discuss the relationship between culture and conceptions of self and identity.
SS.912.P.10.4: Discuss psychological research examining race and ethnicity.
SS.912.P.10.6: Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
SS.912.P.10.12: Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
SS.912.S.1.4: Identify the factors that promote cultural diversity within the United States.
SS.912.S.2.1: Compare time measurement systems used by different cultures.

Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.912.S.4.10: Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.

Clarifications:
Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2: Compare time measurement systems used by different cultures.

Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

Clarifications:
Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Clarifications:
Evaluate the role of history in shaping identity and character.

SS.912.W.1.6: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications of the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Clarifications:

In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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### General Course Information and Notes

**GENERAL NOTES**

The grade 9-12 African-American History Honors course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained...
through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance:** Social studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts and graphs.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

1. Making close reading and rereading of texts central to lessons.
2. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
3. Requiring students to support answers with evidence from the text.
4. Providing extensive text-based research and writing opportunities (claims and evidence).

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2. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
3. Requiring students to support answers with evidence from the text.
4. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:** Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

**Additional Instructional Resources:**


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**GENERAL INFORMATION**

**Course Number:** 2100336

**Course Path:** Section: Grades PreK to 12 Education
Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** American and Western Hemispheric Histories

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Level(s):** 9,10,11,12,30,31

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Social Science (Grades 5-9)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.6:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
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<td>SS.912.A.3.5:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</td>
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<td>SS.912.A.2.4.1:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.9:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.4.11:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</td>
</tr>
<tr>
<td>SS.912.A.5.2:</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</td>
</tr>
<tr>
<td>SS.912.A.5.6:</td>
<td>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.5.7:</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</td>
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<td>SS.912.A.5.9:</td>
<td>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, 100 Percent Americanism.</td>
</tr>
<tr>
<td>SS.912.A.5.10:</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.9:</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Declaration of Human Rights.</td>
</tr>
</tbody>
</table>
SS.912.A.7.5:
Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.6:
Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X, El-Haj Malik El-Shabazz, Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamal Abdullah Al-Amin), the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.7:
Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.8:
Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.9:
Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.11:
Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.17:
Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.C.2.9:
Evaluate the significance and outcomes of landmark Supreme Court cases.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 41-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Assess human rights policies of the United States and other countries.

Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Discuss psychological research examining race and ethnicity.

Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Discuss the relationship between culture and conceptions of self and identity.

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

Use spatial perspective and appropriate geographic terms and tools, including the six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
Examples are thematic, contour, and dot-density.

Clarifications:
Examples of physical characteristics are climate, terrain, resources.
Examples of human characteristics are religion, government, economy, demography.

Clarifications:
Examples are desertification, global warming, catastrophic natural disasters.

Interpret population growth and other demographic data for any given place.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Use political maps to describe the change in boundaries and governments within continents over time.

Explain philosophical beliefs as they relate to works in the arts.

Evaluate the role of history in shaping identity and character.

Interpret and evaluate primary and secondary sources.

Explain how historians use historical inquiry and other sciences to understand the past.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Examples of human characteristics are religion, government, economy, demography.

Examples are classical architecture, protest music, Native American dance, Japanese Noh.

Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Examples are thematic, contour, and dot-density.

Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.

Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Examples are artifacts, images, auditory and written sources.

Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Examples are ethnic, cultural, personal, national, religious.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
| MA.K12.MTR.6.1: | - Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context.  

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, "Does this solution make sense? How do you know?"  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students' ability to verify solutions through justifications.  

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.  

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines.  

Provide textual evidence to explain and justify reasoning.  
**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.  
**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric.  

ELA.K12.EE.3.1: Make inferences to support comprehension.  
**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because _______." The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.  
**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.  
**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  

ELD.K12.ELL.5S.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.  
**Clarifications:**  
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  

**Clarifications:**  
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.  

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**General Course Information and Notes**
RELATED INFORMATION

The grade 9-12 African-American History Honors course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

1. Making close reading and rereading of texts central to lessons.
2. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
3. Requiring students to support answers with evidence from the text.
4. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:** Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process and produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

**Additional Instructional Resources:**


**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number: 2100336</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Path:</strong> Sections: Grades PreK to 12 Education</td>
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<tr>
<td>Courses &gt; Grade Group: Grades 9 to 12 and Adult</td>
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<tr>
<td>Education Courses &gt; Subject: Social Studies</td>
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<tr>
<td>SubSubject: American and Western Hemispheric Histories</td>
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<tr>
<td>Abbreviated Title: AFR-AMER HIST HON</td>
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<tr>
<td><strong>Course Length:</strong> Semester (S)</td>
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<td><strong>Course Attributes:</strong></td>
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<td>• Honors</td>
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<td><strong>Course Level:</strong> 3</td>
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<tr>
<td><strong>Number of Credits:</strong> Half credit (.5)</td>
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<td><strong>Grade Level(s):</strong> 9,10,11,12,30,31</td>
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**Educator Certifications**

<table>
<thead>
<tr>
<th>Social Science (Grades 5-9)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Utilize the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Washington.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.2.3:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
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<td><strong>Clarifications:</strong></td>
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<td>SS.912.A.2.6:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
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<td>SS.912.A.3.5:</td>
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<tr>
<td>Benchmark</td>
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<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</td>
</tr>
<tr>
<td>SS.912.A.5.9:</td>
<td>Explain why support for the Ku Klux Klan varied in the 1920s.</td>
</tr>
<tr>
<td>SS.912.A.5.10:</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
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<td>SS.912.A.6.9:</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
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SS.912.A.7.5:
Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X (El-Hajj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamal Abdullah Al-Amin), the Black Panther Party (e.g., Huey P. Newton, Bobby Seale).

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SS.912.A.7.6:
Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X (El-Hajj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamal Abdullah Al-Amin), the Black Panther Party (e.g., Huey P. Newton, Bobby Seale).

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**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

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SS.912.A.7.8:
Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-Of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-Of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-Of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.9:
Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-Of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-Of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-Of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.10:
Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-Of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-Of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-Of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.11:
Examine key events and key people in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-Of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-Of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-Of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.CG.2.6:
Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

- Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v.
• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.E.2.3:
Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

SS.912.G.1.1:
Define culture and diversity.

SS.912.G.1.2:
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:
Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4:
Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:
Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:
Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:
Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:
Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:
Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4:
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:
Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.4:
Identify the factors that promote cultural diversity within the United States.

SS.912.H.3.1:
Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.P.10.1:
Define culture and diversity.

SS.912.P.10.3:
Discuss the relationship between culture and conceptions of self and identity.

SS.912.P.10.4:
Discuss psychological research examining race and ethnicity.

SS.912.P.10.6:
Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

SS.912.P.10.12:
Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

SS.912.S.2.9:
Prepare original written and oral reports and presentations on specific events, people or historical eras.

SS.912.S.4.10:
Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.

SS.912.W.1.1:
Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:
Compare time measurement systems used by different cultures.

SS.912.W.1.3:
Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:
Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5:
Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:
Evaluate the role of history in shaping identity and character.

SS.912.W.4.14:
Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
**SS.912.W.4.15:** Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clariﬁcations:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

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**MA.K12.MTR.1.1:**

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clariﬁcations:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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**MA.K12.MTR.2.1:**

Complete tasks with mathematical ﬂuency.
Mathematicians who complete tasks with mathematical ﬂuency:
- Select efﬁcient and appropriate methods for solving problems within the given context.
- Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with conﬁdence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efﬁciency when performing calculations.

**Clariﬁcations:**
Teachers who encourage students to complete tasks with mathematical ﬂuency:
- Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
- Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
- Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

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**MA.K12.MTR.3.1:**

Engage in discussions that reﬂect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efﬁciency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clariﬁcations:**
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

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**MA.K12.MTR.4.1:**

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### CLARIFICATIONS:

#### ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

#### ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

#### ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

#### ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____. ” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

#### ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

#### ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

#### ELD.K12.ELL.5.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**Clarifications:**
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
General Course Information and Notes

GENERAL NOTES

The grade 9-12 African-American History Honors course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps students learn: Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

1. Making close reading and rereading of texts central to lessons.
2. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
3. Requiring students to support answers with evidence from the text.
4. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process information, ideas and concepts for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

Additional Instructional Resources:

GENERAL INFORMATION

Course Number: 2100336

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >

Abbreviated Title: AFR-AMER HIST HON

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Attributes:
- Honors

Course Level: 3

Grade Level(s): 9,10,11,12,30,31

Educator Certifications

Social Science (Grades 5-9)

History (Grades 6-12)

Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.4</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.6</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.5</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on Google Scholar and other academic databases.</td>
<td></td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor). <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.10:</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.6:</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.7:</td>
<td>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.5.8:</td>
<td>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Declaration of Human Rights. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.9:</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.4.9:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.11:</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare. <strong>Clarifications:</strong> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.4.10:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.4.8:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.4.7:</td>
<td>The benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Declaration of Human Rights. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.4.6:</td>
<td>The benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Declaration of Human Rights. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.5:** Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

**SS.912.A.7.6:** Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Haj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamal Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.7:** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.8:** Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.9:** Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.11:** Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.12:** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.17:** Examine key events and key people in Florida history as they relate to United States history.

**Clarifications:**

**SS.912.C.2.9:** Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.C.3.10:** Evaluate the significance and outcomes of landmark Supreme Court cases.
Assess human rights policies of the United States and other countries.

Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve locational problems using maps and globes.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

Examples are thematic, contour, and dot-density.

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

Examples are desertification, global warming, cataclysmic natural disasters.

Interpret population growth and other demographic data for any given place.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Use political maps to describe the change in boundaries and governments within continents over time.

Explain philosophical beliefs as they relate to works in the arts.

Examples are classical architecture, protest music, Native American dance, Japanese Noh.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Use timelines to establish cause and effect relationships of historical events.

Compare time measurement systems used by different cultures.

Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Interpret and evaluate primary and secondary sources.

Examples are artifacts, images, auditory and written sources.

Explain how historians use historical inquiry and other sciences to understand the past.

Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Examples are ethnic, cultural, personal, national, religious.

Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
**LAFS.910.LS.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.910.LS.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.LS.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

**LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.910.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject when investigating.

**LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.910.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MAFS.912.S-ID.2.3:** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.2.4:** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.2.5:** Use data from a randomized experiment to compare two treatments; use simulations to decide whether differences between parameters are significant. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.2.6:** Evaluate reports based on data. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.1:** Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

**Clariifications:**
- In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clariifications:**
- In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.3:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clariifications:**
- In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

African-American History - The grade 9-12 African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices:
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**


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**GENERAL INFORMATION**

**Course Number:** 2100340
**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
**Abbreviated Title:** AFRICAN-AMER HIST
**Number of Credits:** One (1) credit
**Course Type:** Elective Course
**Course Status:** Course Approved
**Grade Level(s):** 9,10,11,12

**Course Length:** Year (Y)

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**Educator Certifications**

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
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<td>SS.912.A.2.6:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
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<td>SS.912.A.3.5:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
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<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</td>
</tr>
<tr>
<td>SS.912.A.4.9:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
</tr>
<tr>
<td>SS.912.A.4.11:</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
</tr>
<tr>
<td>SS.912.A.5.2:</td>
<td>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the early 20th centuries (class system, migration from farms to cities, industrialization, social Darwinism, anti-Catholic, anti-foreign).</td>
</tr>
<tr>
<td>SS.912.A.5.7:</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</td>
</tr>
<tr>
<td>SS.912.A.5.9:</td>
<td>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</td>
</tr>
<tr>
<td>SS.912.A.5.10:</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
</tr>
<tr>
<td>SS.912.A.6.9:</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Description</td>
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</tr>
<tr>
<td>SS.912.A.7.5:</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.6:</td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <strong>Clarifications:</strong> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Phillip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Haj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamal Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale]. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.7:</td>
<td>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights. <strong>Clarifications:</strong> Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.8:</td>
<td>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights. <strong>Clarifications:</strong> Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainwright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973]. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.9:</td>
<td>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s. Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clarifications:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <strong>Clarifications:</strong> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Examine key events and key people in Florida history as they relate to United States history. <strong>Clarifications:</strong> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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</table>
Assess human rights policies of the United States and other countries.

Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
Examples are thematic, contour, and dot-density.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

Examples of physical characteristics are climate, terrain, resources.

Examples of human characteristics are religion, government, economy, demography.

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

Examples are desertification, global warming, cataclysmic natural disasters.

Interpret population growth and other demographic data for any given place.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Use political maps to describe the change in boundaries and governments within continents over time.

Clarifications:
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Use timelines to establish cause and effect relationships of historical events.

Compare time measurement systems used by different cultures.

Interpret and evaluate primary and secondary sources.

Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Clarifications:
Examples are artifacts, images, auditory and written sources.

Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Clarifications:
Examples are ethnic, cultural, personal, national, religious.

Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Clarifications:
Examples are desertification, global warming, cataclysmic natural disasters.

Identify the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Examples of human characteristics are religion, government, economy, demography.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Clarifications:
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

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Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or
MA.K12.MTR.7.1:

**Clariifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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ELA.K12.EE.1.1:

**Clariifications:**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

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ELA.K12.EE.2.1:

**Clariifications:**

- See Text Complexity for grade-level complexity bands and a text complexity rubric.

---

ELA.K12.EE.3.1:

**Clariifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

---

ELA.K12.EE.4.1:

**Clariifications:**

- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

---

ELA.K12.EE.5.1:

**Clariifications:**

- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

---

ELA.K12.EE.6.1:

**Clariifications:**

- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

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ELD.K12.ELL.SS.1:

**Clariifications:**

- English language learners communicate for social and instructional purposes within the school setting.

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ELD.K12.ELL.SS.5.1:

**Clariifications:**

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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HE.912.C.2.4:

**Clariifications:**

- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**General Course Information and Notes**

**GENERAL NOTES**

**African-American History** - The grade 9-12 African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

**Instructional Practices:**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

**GENERAL INFORMATION**

**Course Number:** 2100340
**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
**Abbreviated Title:** AFRICAN-AMER HIST
**Number of Credits:** One (1) credit
**Course Type:** Elective Course
**Course Status:** State Board Approved
**Course Length:** Year (Y)
**Course Level:** 2

**Grade Level(s):** 9, 10, 11, 12

**Educator Certifications**

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tbody>
<tr>
<td>Social Science (Grades 5-9)</td>
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## Course Standards

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2 | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3 | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4 | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5 | Identify significant inventors of the Industrial Revolution including African Americans and women.  
**Clarifications:** Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse. |
| SS.912.A.1.6 | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7 | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. |
| SS.912.A.2.1 | Review causes and consequences of the Civil War.  
**Clarifications:** Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.2 | Assess the influence of significant people or groups on Reconstruction.  
**Clarifications:** Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.3 | Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.  
**Clarifications:** Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.4 | Asses how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.5 | Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.  
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Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

**SS.912.A.3.8:**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

**SS.912.A.4.8:**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

**SS.912.A.4.9:**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and peoples in Florida history as they relate to United States history.

**SS.912.A.4.11:**

**Clarifications:**
Examples may include, but are not limited to, the Declaration of Human Rights.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

**SS.912.A.5.9:**

**Clarifications:**
Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

**SS.912.A.6.9:**

**Clarifications:**
Examples may include, but are not limited to, the Declaration of Human Rights.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**SS.912.A.5.10:**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

**SS.912.A.5.11:**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.A.7.5:

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.6:

Assess key figures and organizations in shifting the Civil Rights Movement and Black Power movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X (El-Haj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamal Abdullah Al-Amin), the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.7:

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.8:

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.9:

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, Civil Rights Movement, Black Power Movement, Chicano Movement, Women’s Movement, Vietnam War protests.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.11:

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.17:

Examine key events and key people in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.CG.2.6:

Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

- Students will explain how different groups of people (e.g., African Americans, Immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

**Evaluation:**
Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).

SS.912.CG.3.11:

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.

- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.G.4.3:</td>
<td>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</td>
</tr>
<tr>
<td>SS.912.E.2.3:</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the United States.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
</tbody>
</table>

- Identify the physical characteristics and the human characteristics that define and differentiate regions.

| Clarifications: | Examples are thematic, contour, and dot-density. |

| Clarifications: | Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography. |

| Clarifications: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |

| Clarifications: | Examples are desertification, global warming, cataclysmic natural disasters. |

| Clarifications: | Examples of population growth and other demographic data for any given place. |

| Clarifications: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |

| Clarifications: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |

| Clarifications: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |

| Clarifications: | Use political maps to describe the change in boundaries and governments within continents over time. |

| Clarifications: | Explain philosophical beliefs as they relate to works in the arts. |

| Clarifications: | Examples are classical architecture, protest music, Native American dance, Japanese Noh. |

| Clarifications: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |

| Clarifications: | Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |

| Clarifications: | Examples are artifacts, images, auditory and written sources. |

| Clarifications: | Interpret how historians use historical inquiry and other sciences to understand the past. |

| Clarifications: | Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |

| Clarifications: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |

| Clarifications: | Evaluate the role of history in shaping identity and character. |

| Clarifications: | Examples are ethnic, cultural, personal, national, religious. |

| Clarifications: | Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas. |

| Clarifications: | Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas. |

| Clarifications: | Mathematically who participate in effortful learning both individually and with others: |

| Clarity: | Analyze the problem in a way that makes sense given the task. |

| Clarity: | Ask questions that will help with solving the task. |

| Clarity: | Build perseverance by modifying methods as needed while solving a challenging task. |

| Clarity: | Stay engaged and maintain a positive mindset when working to solve tasks. |

| Clarity: | Help and support each other when attempting a new method or approach. |

| Clarifications: | Teachers who encourage students to participate actively in effortful learning both individually and with others: |

| Clarity: | Cultivate a community of growth mindset learners. |

| Clarity: | Foster perseverance in students by choosing tasks that are challenging. |

| Clarity: | Develop students' ability to analyze and problem solve. |

| Clarity: | Recognize students' effort when solving challenging problems. |

| Clarifications: | Demonstrate understanding by representing problems in multiple ways. |

| Clarifications: | Mathematicians who demonstrate understanding by representing problems in multiple ways: |
MA.K12.MTR.2.1:
• Build understanding through modeling and using manipulatives.
• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
• Progress from modeling problems with objects and drawings to using algorithms and equations.
• Express connections between concepts and representations.
• Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
• Help students make connections between concepts and representations.
• Provide opportunities for students to use manipulatives when investigating concepts.
• Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
• Select efficient and appropriate methods for solving problems within the given context.
• Maintain flexibility and accuracy while performing procedures and mental calculations.
• Complete tasks accurately and with confidence.
• Adapt procedures to apply them to a new context.
• Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, "Does this solution make sense? How do you know?"
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.2.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent, and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

African-American History - The grade 9-12 African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.
Instructional Practices:
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

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**GENERAL INFORMATION**

Course Number: 2100340

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
<td></td>
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<tr>
<td>Social Science (Grades 6-12)</td>
<td></td>
</tr>
</tbody>
</table>
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RH.1.1:</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.2:</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.3:</td>
<td>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.5:</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.6:</td>
<td>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.7:</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.8:</td>
<td>Assess the extent to which the reasoning and evidence in a text support the author's claims.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.9:</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
<tr>
<td>LAFS.910.RH.4.10:</td>
<td>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>LAFS.910.RH.5.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>Introduce a claim, counterclaim, reason, or evidence clearly, with a signal phrase, and organize the discussion of the claim so it is logical and easy to follow.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4:</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.5:</td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.6:</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.1:</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.2:</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
</tbody>
</table>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.

Utilize timelines to identify the time sequence of historical data.

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf

Use case studies to explore social, political, legal, and economic relationships in history.

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

Examine the changing status of women in the United States from post-World War II to present.

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
SS.912.A.7.7: Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.8: An important Supreme Court decision relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

Clarifications:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

Clarifications:
- Examples may include, but are not limited to, Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

Clarifications:
- Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

Clarifications:
- Examples are artifacts, images, auditory and written sources.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Clarifications:
- Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

ELD.K12.ELL.SI.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

VERSION DESCRIPTION

This course examines world history through the contributions of individuals. Students will learn about specific men and women of color who have shaped the world and changed the course of history. Students will understand that the development of our society was made possible through the efforts and contributions of people of various ethnicities. Students will study biographical accounts of individuals and learn how these historical figures have shaped the history, culture and politics of our society.

Students will be introduced to men and women of color who have made valuable contributions to world history. Many scholars have recognized these historical figures and how their legacies can inspire students.

Though the focal point of this course is studying biographical accounts of historical figures, the larger goal is that students appreciate the contributions of men and women of color in a larger context of world history. Students will synthesize the information they learn and develop an understanding of how the past affects the present. Assignments should be designed to emphasize more than historical figures and dates, but examine how these figures and dates created a shift in our historical progression. Assignments should help foster critical thinking, analytical and inference skills.

GENERAL NOTES

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development (ELD) Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

### GENERAL INFORMATION

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### Educator Certifications

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## Course Standards

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<th>Name</th>
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<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<tr>
<td>SS.912.A.1.3:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.5.7:</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.5.10:</td>
<td>Examine the changing status of women in the United States from post-World War II to present.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 71-72. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.7.3:</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
<td>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td>SS.912.A.7.5:</td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</td>
<td>Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X (El-Haj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamil Abdullah Al-Amin), the Black Panther Party (e.g., Huey P. Newton, Bobby Seale). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
SS.912.A.7.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.8: Assess human rights policies of the United States and other countries.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.9: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.11: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

**Clarifications:**
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.  
- Relate previously learned concepts to new concepts.  
- Look for similarities among problems.  
- Connect solutions of problems to more complicated large-scale situations.  

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.  
- Support students to develop generalizations based on the similarities found among problems.  
- Provide opportunities for students to create plans and procedures to solve problems.  
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Mathematicians who assess the reasonableness of solutions:  
- Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  
- Check calculations when solving problems.  
- Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context.  

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, “Does this solution make sense? How do you know?”  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students' ability to verify solutions through justifications.

| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.  

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
General Course Information and Notes

VERSION DESCRIPTION

This course examines world history through the contributions of individuals. Students will learn about specific men and women of color who have shaped the world and changed the course of history. Students will understand that the development of our society was made possible through the efforts and contributions of people of various ethnicities. Students will study biographical accounts of individuals and learn how these historical figures have shaped the history, culture and politics of our society.

Students will be introduced to men and women of color who have made valuable contributions to world history. Many scholars have recognized these historical figures and how their legacies can inspire students.

Though the focal point of this course is studying biographical accounts of historical figures, the larger goal is that students appreciate the contributions of men and women of color in a larger context of world history. Students will synthesize the information they learn and develop an understanding of how the past affects the present. Assignments should be designed to emphasize more than historical figures and dates, but examine how these figures and dates created a shift in our historical progression. Assignments should help foster critical thinking, analytical and inference skills.

GENERAL NOTES

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.
**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

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**GENERAL INFORMATION**

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**Educator Certifications**

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Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clariﬁcations:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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Analyze significant Supreme Court decisions relating to integration, busing, afﬁrmative action, the rights of the accused, and reproductive rights.

**Clariﬁcations:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clariﬁcations:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

---

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clariﬁcations:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

---

Use timelines to establish cause and effect relationships of historical events.

**Clariﬁcations:**
Examples are artifacts, images, auditory and written sources.

---

Compare conﬂicting interpretations or schools of thought about world events and individual contributions to history (historiography).

---

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

**Clariﬁcations:**
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

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Compare post-war independence movements in African, Asian, and Caribbean countries.

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Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

**Clariﬁcations:**
- Examples include, but are not limited to, civil rights, disarmament, anti-colonial movements, anti-apartheid movements.

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Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

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Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

**ELA.K12.EE.3.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because _______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

**ELD.K12.ELL.SL.1, ELD.K12.ELL.SS.1:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

This course examines world history through the contributions of individuals. Students will learn about specific men and women of color who have shaped the world and changed the course of history. Students will understand that the development of our society was made possible through the efforts and contributions of people of various ethnicities. Students will study biographical accounts of individuals and learn how these historical figures have shaped the history, culture and politics of our society.

Students will be introduced to men and women of color who have made valuable contributions to world history. Many scholars have recognized these historical figures and how their legacies can inspire students.

Though the focal point of this course is studying biographical accounts of historical figures, the larger goal is that students appreciate the contributions of men and women of color in a larger context of world history. Students will synthesize the information they learn and develop an understanding of how the past affects the present. Assignments should be designed to emphasize more than historical figures and dates, but examine how these figures and dates created a shift in our historical progression. Assignments should help foster critical thinking, analytical and inference skills.

**GENERAL NOTES**

*Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards*

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally
Educator Certifications
Social Science (Grades 6-12)
History (Grades 6-12)

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

GENERAL INFORMATION

Course Number: 2100345
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
Abbreviated Title: MEN/WOMEN WORLD HIST
Course Length: Semester (S)
Course Level: 2
Course Status: Draft - Course Pending Approval

Educator Certifications
Social Science (Grades 6-12)
History (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.6</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td>SS.912.A.2.7</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</td>
</tr>
<tr>
<td>SS.912.A.3.1</td>
<td>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>

Note: Additional resources may be found on the Florida Department of Education End-of-Course Assessments webpage and the FLDOE Social Studies webpage.
Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.

SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

**Clarifications:**
Examples may include, but are not limited to, railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

**Clarifications:**
Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

**Clarifications:**
Examples may include, but are not limited to, the Declaration of Human Rights.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood
SS.912.A.7.6: Design maps using a variety of technologies based on descriptive data. Use spatial perspective and appropriate geographic terms and tools, and apply applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.A.7.7: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, and war protesters) of the 1960s and 1970s. Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.12: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.10: Monitor current public issues in Florida.

SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1: Examples of physical characteristics are climate, terrain, resources.

Clarifications:
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

Clarifications:

Clarifications:
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

Clarifications:
Examples may include, but are not limited to, NAFTA, World Trade Organization.

Clarifications:
Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

Clarifications:

Clarifications:

Clarifications:
Examples include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

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Clarifications:
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.
Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.4: Use geographic terms and tools to analyze case studies of how selected regions change over time.

SS.912.G.2.5: Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.

SS.912.G.3.1: Use geographic terms to locate and describe major ecosystems of Earth.

SS.912.G.3.2: Use geographic terms and tools to explain how weather and climate influence the natural character of a place.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.3.4: Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.

SS.912.G.4.6: Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.

SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.8: Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.

SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Compare time measurement systems used by different cultures.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.


SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.1:
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

★ Standard Relation to Course: Supporting

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

★ Standard Relation to Course: Supporting

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

★ Standard Relation to Course: Supporting

Evaluate reports based on data.

★ Standard Relation to Course: Supporting

Represent data with plots on the real number line (dot plots, histograms, and box plots).

★ Standard Relation to Course: Supporting

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

★ Standard Relation to Course: Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

★ Standard Relation to Course: Supporting

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

★ Standard Relation to Course: Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

★ Standard Relation to Course: Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

★ Standard Relation to Course: Supporting
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students learn to examine claims and make explicit use of definitions.

General Course Information and Notes

**GENERAL NOTES**

**Florida History** - The grade 9-12 Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices:**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

- **Course Number:** 2100350
- **Course Path:** Grades PreK to 12 Education
  - Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories
- **Abbreviated Title:** FLORIDA HIST
- **Course Length:** Semester (S)
- **Course Level:** 2
- **Number of Credits:** Half credit (.5)
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12

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**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td>SS.912.A.2.6:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.7:</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</td>
</tr>
<tr>
<td>SS.912.A.3.1:</td>
<td>Analyze the economic challenges to American farmers and farmers’ responses to these challenges in the mid to late 1800s.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.2</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.3</td>
<td>Compare the first and second Industrial Revolutions in the United States.</td>
</tr>
<tr>
<td>SS.912.A.3.4</td>
<td>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</td>
</tr>
<tr>
<td>SS.912.A.3.6</td>
<td>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</td>
</tr>
<tr>
<td>SS.912.A.3.13</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td>SS.912.A.5.7</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</td>
</tr>
<tr>
<td>SS.912.A.5.10</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
</tr>
<tr>
<td>SS.912.A.6.9</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
</tr>
<tr>
<td>SS.912.A.7.5</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
</tr>
</tbody>
</table>

**Examples may include, but are not limited to,坐农学院，Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood...**

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examples may include, but are not limited to, the Declaration of Human Rights.**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood...**

**Clarifications:**
Examples may include, but are not limited to, the NAAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood...
SS.912.A.7.6:
Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Haj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.7:
Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

Clariﬁcations:
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.8:
Analyze signiﬁcant Supreme Court decisions relating to integration, busing, afﬁrmative action, the rights of the accused, and reproductive rights.

Clariﬁcations:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.9:
Examine the similarities of social movements (Native Americans, Hispanics, women, and war protesters) of the 1960s and 1970s.

Clariﬁcations:
Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.10:
Monitor current public issues in Florida.

Clariﬁcations:
Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

SS.912.A.7.11:
Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

Clariﬁcations:
Evaluate the signiﬁcance and outcomes of landmark Supreme Court cases.

SS.912.C.2.9:
Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

Clariﬁcations:

SS.912.C.2.10:
Monitor current public issues in Florida.

Clariﬁcations:
Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

SS.912.C.2.11:
Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

Clariﬁcations:
Evaluate the signiﬁcance and outcomes of landmark Supreme Court cases.

SS.912.C.3.10:

SS.912.C.4.3:
Assess human rights policies of the United States and other countries.

SS.912.E.2.3:
Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

SS.912.G.1.1:
Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:
Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4:
Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clariﬁcations:
Examples are thematic, contour, and dot-density.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1:
Examples of physical characteristics are climate, terrain, resources.
### SS.912.G.2.4:
- Use geographic terms and tools to analyze case studies of how selected regions change over time.

### SS.912.G.2.5:
- Clarifications: Examples are mining, drilling, farming, housing.

### SS.912.G.3.1:
- Use geographic terms to locate and describe major ecosystems of Earth.

### SS.912.G.3.2:
- Use geographic terms and tools to explain how weather and climate influence the natural character of a place.

### SS.912.G.3.3:
- Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

### SS.912.G.3.4:
- Clarifications: Examples of internal are volcanic activity, folding. Examples of external are erosion, water cycle.

### SS.912.G.4.1:
- Interpret population growth and other demographic data for any given place.

### SS.912.G.4.2:
- Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

### SS.912.G.4.3:
- Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

### SS.912.G.4.4:
- Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.

### SS.912.G.4.5:
- Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

### SS.912.G.4.6:
- Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.

### SS.912.G.4.7:
- Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

### SS.912.G.4.8:
- Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.

### SS.912.G.4.9:
- Use political maps to describe the change in boundaries and governments within continents over time.

### SS.912.H.1.4:
- Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh.

### SS.912.H.3.1:
- Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

### SS.912.W.1.1:
- Use timelines to establish cause and effect relationships of historical events.

### SS.912.W.1.2:
- Clarifications: Examples are Chinese, Gregorian, and Islamic calendars, dynamic periods, decade, century, era.

### SS.912.W.1.3:
- Clarifications: Examples are artifacts, images, auditory and written sources.

### SS.912.W.1.4:
- Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.5:
- Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

### SS.912.W.1.6:
- Clarifications: Examples of external are erosion, water cycle.

### SS.912.W.4.11:
- Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

### SS.912.W.4.12:
- Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

### SS.912.W.4.13:
- Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>- Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td>- Develop students' ability to analyze and problem solve.</td>
</tr>
<tr>
<td>- Recognize students' effort when solving challenging problems.</td>
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<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
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<tbody>
<tr>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>- Help students make connections between concepts and representations.</td>
</tr>
</tbody>
</table>
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
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<tbody>
<tr>
<td>Complete tasks with mathematical fluency.</td>
</tr>
<tr>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
<tr>
<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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<tr>
<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
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<tbody>
<tr>
<td>Engage in discussions that reflect on the mathematical thinking of self and others.</td>
</tr>
<tr>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<tr>
<td>- Analyze the mathematical thinking of others.</td>
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<tr>
<td>- Compare the efficiency of a method to those expressed by others.</td>
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<tr>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
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<tr>
<td>- Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td>- Construct possible arguments based on evidence.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
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<tr>
<th>MA.K12.MTR.5.1:</th>
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<tbody>
<tr>
<td>Use patterns and structure to help understand and connect mathematical concepts.</td>
</tr>
<tr>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
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<tr>
<td>- Relate previously learned concepts to new concepts.</td>
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<tr>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td>- Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
<tr>
<td>- Provide opportunities for students to create plans and procedures to solve problems.</td>
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<tr>
<td>- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
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<tr>
<th>MA.K12.MTR.6.1:</th>
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<tbody>
<tr>
<td>Assess the reasonableness of solutions.</td>
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<tr>
<td>Mathematicians who assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>- Estimate to discover possible solutions.</td>
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<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
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<tr>
<td>- Check calculations when solving problems.</td>
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<tr>
<td>- Verify possible solutions by explaining the methods used.</td>
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<tr>
<td>- Evaluate results based on the given context.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>- Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td>- Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
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<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
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<tr>
<td>- Strengthen students' ability to verify solutions through justifications.</td>
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<tr>
<th>MA.K12.MTR.7.1:</th>
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<tr>
<td>Apply mathematics to real-world contexts.</td>
</tr>
<tr>
<td>Mathematicians who apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>- Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td>- Perform investigations to gather data or determine if a method is appropriate.</td>
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<tr>
<td>- Redesign models and methods to improve accuracy or efficiency.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
</tbody>
</table>
English language learners communicate for social and instructional purposes within the school setting. English language learners communicate information, ideas and concepts.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Florida History - The grade 9-12 Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

Instructional Practices:
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2100350
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies>
SubSubject: American and Western Hemispheric Histories>
Abbreviated Title: FLORIDA HIST
Course Length: Semester (S)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9, 10, 11, 12

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<td>Social Science (Grades 5-9)</td>
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<td>Course Standards</td>
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<tr>
<td><strong>SS.912.A.1.1:</strong></td>
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<td><strong>SS.912.A.1.2:</strong></td>
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<td><strong>SS.912.A.1.3:</strong></td>
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<tr>
<td><strong>SS.912.A.3.1:</strong></td>
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<tr>
<td>Benchmark</td>
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</table>
| SS.912.A.2.1 | Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.3 | Compare the first and second Industrial Revolutions in the United States.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration. |
| SS.912.A.3.4 | Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.  
**Clarifications:** Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.5 | Analyze changes that occurred as the United States shifted from agrarian to an industrial society.  
**Clarifications:** Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.13 | Examine key events and peoples in Florida history as they relate to United States history.  
**Clarifications:** Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.7 | Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.  
**Clarifications:** Examples may include, but are not limited to, the Declaration of Human Rights.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.10 | Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.  
**Clarifications:** Examples may include, but are not limited to, the Declaration of Human Rights.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.6.9 | Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.  
**Clarifications:** Examples may include, but are not limited to, the Declaration of Human Rights.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.5 | Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.  
**Clarifications:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.11.1 | Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.  
**Clarifications:** Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
SS.912.A.7.6: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clariations:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.7: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clariations:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.8: Examine the similarities of social movements (Native Americans, Hispanics, women, and war protesters) of the 1960s and 1970s.

**Clariations:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.9: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clariations:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.12: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

**Clariations:**
- Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role of Supreme Court decisions, such as the Declaration of Independence and the Constitution, in the granting of rights.

SS.912.CG.2.6: Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

**Clariations:**
- Students will objectively discuss current public issues in Florida and the U.S. and use both the Florida and U.S. Constitutions to justify pro and con positions.
- Students will evaluate the relationship and responsibilities of the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

SS.912.CG.3.11: Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

**Clariations:**
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain how state and national governments have responded to landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain how landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.CG.4.3: Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

**Clariations:**
- Students will explain how U.S. foreign policy efforts to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**Clariations:**
SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2: Use geographic terms and tools to analyze case studies of selected regions over time.

SS.912.G.2.3: Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.

SS.912.G.2.4: Use geographic terms and tools to analyze case studies of how selected regions change over time.

SS.912.G.2.5: Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.

SS.912.G.3.1: Use geographic terms to locate and describe major ecosystems of Earth.

SS.912.G.3.2: Use geographic terms and tools to explain how weather and climate influence the natural character of a place.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.3.4: Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.

SS.912.G.4.5: Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.

SS.912.G.4.6: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.7: Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.

SS.912.G.4.8: Use political maps to describe the change in boundaries and governments within continents over time.

Example: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
### MA.K12.MTR.2.1: Express connections between concepts and representations.

- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.6.1: Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
<th>Cite evidence to explain and justify reasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
<th>Make inferences to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: &quot;I think _____ because _____.&quot; The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD.K12.ELL.SLI.1:</th>
<th>English language learners communicate for social and instructional purposes within the school setting.</th>
</tr>
</thead>
</table>

| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

<table>
<thead>
<tr>
<th>HE.912.C.2.4:</th>
<th>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

**Florida History** - The grade 9-12 Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.
**Instructional Practices:**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

**Course Number:** 2100350

**Course Path:** Sections: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >

**Abbreviated Title:** FLORIDA HIST

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Course Level(s):** 9,10,11,12

**Course Length:** Semester (S)
## History and Contributions of Haiti in a Global Context (#2100355) 2020 - 2022 (current)

<table>
<thead>
<tr>
<th>Course Standards</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS.912.A.1.1:</strong></td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.2:</strong></td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.3:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.5:</strong></td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.6:</strong></td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.7:</strong></td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td><strong>SS.912.A.4.8:</strong></td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</td>
</tr>
<tr>
<td><strong>SS.912.A.5.10:</strong></td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
</tr>
<tr>
<td><strong>SS.912.A.5.11:</strong></td>
<td>Examine efforts to expand or contract rights for various populations during World War II.</td>
</tr>
</tbody>
</table>

### Clarifications:

**SS.912.A.1.2:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.

**SS.912.A.1.5:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf

**SS.912.A.4.8:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.5.10:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.6.3:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.6.4:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.5:** Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.C.4.4: Compare indicators of democratization in multiple countries.

**Clarifications:**
Demonstrate the impact of inflation on world economies.

Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

SS.912.C.2.1: Interpret and evaluate primary and secondary sources.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

Examples include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

Examples are desertification, global warming, catastrophic natural disasters.

SS.912.C.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**Clarifications:**
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

Examples are climate, resources, religion, government, economy, demography.

SS.912.C.2.3: Use geographic terms and tools to analyze the push/pull factors contributing to human migration both on the place of origin and destination, including border areas.

**Clarifications:**
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Examples are Victor Hugo’s Les Miserables, Langston Hughes’ poetry, Pete Seeger’s Bring ‘Em Home.

SS.912.C.2.4: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**Clarifications:**
Examine artistic response to social issues and new ideas in various cultures.

Examples are desertification, global warming, catastrophic natural disasters.

SS.912.G.2.2: Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.

**Clarifications:**
Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Examples are the influences of other nations on American policies and society.

SS.912.G.4.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**Clarifications:**
Analyze the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

Examples include, but are not limited to, the influences of other nations on American policies and society.

SS.912.G.4.2: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southeast Asia, and the Americas.

**Clarifications:**
Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southeast Asia, and the Americas.

SS.912.G.4.3: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southeast Asia, and the Americas.

**Clarifications:**
Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

Examples include, but are not limited to, the influences of other nations on American policies and society.

SS.912.G.6.1: Analyze the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

**Clarifications:**
Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L’ Outverture.

Examples include, but are not limited to, the influences of other nations on American policies and society.

SS.912.G.6.2: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

**Clarifications:**
Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws.
SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

LAFS.1112.RH.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
   b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses").

LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**General Course Information and Notes**

**GENERAL NOTES**

This course consists of the following content area strands: History of the Republic of Haiti, Human Geography, and Humanities. The primary content emphasis for this course pertains to the study of Haiti history from the arrival of Christopher Columbus in 1492 to the present day. Students will be exposed to the historical, geographic, political, economics, and sociological events which influenced the development of the Republic of Haiti and the resulting impact on world history. At the conclusion of this course, students will be able to understand and discuss how Haiti changed the course of history on a global scale.

**GENERAL INFORMATION**

**Course Number:** 2100355  
**Number of Credits:** Half credit (.5)  
**Course Type:** Elective Course  
**Course Status:** Course Approved

**Course Path:** Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: Social Studies >  
SubSubject: World and Eastern Hemispheric Histories >  
**Abbreviated Title:** HIST/CONTRIB HAITI  
**Course Length:** Semester (S)  
**Course Level:** 2  
**Course Level(s):** 9,10,11,12

**Educator Certifications**

Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td><strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
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<td><strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
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<td>SS.912.A.1.5:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<td>SS.912.A.1.6:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.5.7:</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.10:</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
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<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.6.3:</td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
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<td>Examine efforts to expand or contract rights for various populations during World War II.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Haj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</td>
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Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

Compare indicators of democratization in multiple countries.

Demonstrate the impact of inflation on world economies.

**Clarifications:**
Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

**Clarifications:**
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

**Clarifications:**
Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

**Clarifications:**
Examples are desertification, global warming, cataclysmic natural disasters.

Interpret population growth and other demographic data for any given place.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration both on the place of origin and destination, including border areas.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Examine artistic response to social issues and new ideas in various cultures.

**Examples** are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.

Use timelines to establish cause and effect relationships of historical events.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

**Examples** are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Analyze the successes and failures of democratic reform movements in Africa, Asia, Caribbean, and Latin America.

Compare post-war independence movements in African, Asian, and Caribbean countries.

Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
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- Use feedback to improve efficiency when performing calculations.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Associate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
General Course Information and Notes

GENERAL NOTES

This course consists of the following content area strands: History of the Republic of Haiti, Human Geography, and Humanities. The primary content emphasis for this course pertains to the study of Haiti history from the arrival of Christopher Columbus in 1492 to the present day. Students will be exposed to the historical, geographic, political, economics, and sociological events which influenced the development of the Republic of Haiti and the resulting impact on world history. At the conclusion of this course, students will be able to understand and discuss how Haiti changed the course of history on a global scale.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

Course Number: 2100355
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: HIST/CONTRIB HAITI
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Educator Certifications

Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for the Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
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<td>SS.912.A.4.8</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</td>
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<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
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Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**SS.912.A.7.11:**

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Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**SS.912.A.7.12:**

- **Clarifications:** Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain how the United States uses foreign policy to influence other nations.

**SS.912.CG.4.2:**

- **Clarifications:** Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargoes and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.CG.4.3:**

- **Clarifications:** Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.CG.4.4:**

- **Clarifications:** Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

Demonstrate the impact of inflation on world economies.

**SS.912.E.3.1:**

- **Clarifications:** Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

**SS.912.G.1.1:**

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**SS.912.G.2.4:**

- **Clarifications:** Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

**SS.912.G.2.1:**

- **Clarifications:** Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

**SS.912.G.2.2:**

- **Clarifications:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

**SS.912.G.2.3:**

- **Clarifications:** Examples are desertification, global warming, cataclysmic natural disasters.

Interpret population growth and other demographic data for any given place.

**SS.912.G.4.1:**

- **Clarifications:** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**SS.912.G.4.3:**

- **Clarifications:** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Examine artistic response to social issues and new ideas in various cultures.

**SS.912.H.1.15:**

- **Clarifications:** Examples are Victor Hugo’s Les Miserables, Langston Hughes’ poetry, Pete Seeger’s Bring ‘Em Home.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**SS.912.H.3.1:**

- **Clarifications:** Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.

**SS.912.H.3.3:**

- **Clarifications:** Use timelines to establish cause and effect relationships of historical events.

Interpret and evaluate primary and secondary sources.

**SS.912.H.1.16:**

- **Clarifications:** Examples are artifacts, images, auditory and written sources.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

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<td>ELA.K12.EE.2.1:</td>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1:</td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: &quot;I think _____ because ______.&quot; The collaborative conversations are becoming academic conversations.</td>
</tr>
<tr>
<td>ELA.K12.EE.4.1:</td>
<td>Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
<tr>
<td>MA.K12.MTR.5.1:</td>
<td>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td></td>
<td>• Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
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<tr>
<td></td>
<td>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
</tr>
<tr>
<td>MA.K12.MTR.6.1:</td>
<td>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</td>
</tr>
<tr>
<td></td>
<td>• Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
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<tr>
<td></td>
<td>• Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, &quot;Does this solution make sense? How do you know?&quot; • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.</td>
</tr>
<tr>
<td>MA.K12.MTR.7.1:</td>
<td>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td></td>
<td>• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.</td>
</tr>
<tr>
<td>ELA.K12.EE.1.1:</td>
<td>Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
<tr>
<td>ELA.K12.EE.2.1:</td>
<td>Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
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<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: &quot;I think _____ because ______.&quot; The collaborative conversations are becoming academic conversations.</td>
</tr>
</tbody>
</table>
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

GENERAL NOTES

This course consists of the following content area strands: History of the Republic of Haiti, Human Geography, and Humanities. The primary content emphasis for this course pertains to the study of Haiti history from the arrival of Christopher Columbus in 1492 to the present day. Students will be exposed to the historical, geographic, political, economics, and sociological events which influenced the development of the Republic of Haiti and the resulting impact on world history. At the conclusion of this course, students will be able to understand and discuss how Haiti changed the course of history on a global scale.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.fablems.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

Course Number: 2100355
Course Path: Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories
Abbreviated Title: HIST/CONTRIB HAITI
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Course Length: Semester (S)
Course Level: 2

Educator Certifications

Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Review the Native American experience. <strong>Clarifications:</strong> Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.7:</td>
<td>Examine causes, course, and consequences of the Spanish American War. <strong>Clarifications:</strong> Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.4:</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction. <strong>Clarifications:</strong> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clarifications:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <strong>Clarifications:</strong> Examples may include, but are not limited to, NAFTA, World Trade Organization. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
</tbody>
</table>
### SS.912.C.4.4: Compare indicators of democratization in multiple countries.

- Demonstrate the impact of inflation on world economies.

### SS.912.E.3.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

### SS.912.G.1.1: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

### SS.912.G.1.2: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

#### Clarifications:
- Examples are thematic, contour, and dot-density.

### SS.912.G.1.4: Identify the physical characteristics and the human characteristics that define and differentiate regions.

#### Clarifications:
- Examples of physical characteristics are climate, terrain, resources.
- Examples of human characteristics are religion, government, economy, demography.

### SS.912.G.2.1: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

#### Clarifications:
- Examples are desertification, global warming, cataclysmic natural disasters.

### SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

#### Clarifications:
- Examples of technological and scientific developments, and examine their influence on works of arts within a culture.

### SS.912.H.1.4: Interpret and evaluate primary and secondary sources.

#### Clarifications:
- Examples are artifacts, images, auditory and written sources.

### SS.912.H.3.1: Interpret population growth and other demographic data for any given place.

#### Clarifications:
- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

### SS.912.W.1.1: Interpret and evaluate primary and secondary sources.

#### Clarifications:
- Examples are classical architecture, protest music, Native American dance, Japanese Noh.

### SS.912.W.1.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

#### Clarifications:
- Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

### SS.912.W.1.3: Locate major civilizations of Mesoamerica and Andean South America.

#### Clarifications:
- Examples are Maya, Aztec, Inca.

### SS.912.W.1.4: Evaluate the role of history in shaping identity and character.

#### Clarifications:
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.5: State the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

#### Clarifications:
- Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

### SS.912.W.1.6: Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

#### Clarifications:
- Examples are Mayan, Inca, Incas.

### SS.912.W.1.7: Describe the roles of people in the Maya, Inca, and Aztec societies.

#### Clarifications:
- Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

### SS.912.W.1.8: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

#### Clarifications:
- Examples are ethnic, cultural, personal, national, religious.

### SS.912.W.1.9: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

#### Clarifications:
- Examples are trade networks, government, and technology on the preservation and diffusion of culture.
Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L’Ouverture.

Clarifications:
Examples are Mejri Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws.

Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

Compare post-war independence movements in African, Asian, and Caribbean countries.

Clarifications:
Examples are Mahatna Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru.

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

Clarifications:
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author’s claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegiate discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claims, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications
or the significance of the topic).

**LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.910.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.910.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MAFS.912.S-IC.2.5:** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★ Standard Relation to Course: Supporting

**MAFS.912.S-IC.2.4:** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★ Standard Relation to Course: Supporting

**MAFS.912.S-IC.2.5:** Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★ Standard Relation to Course: Supporting

**MAFS.912.S-IC.2.6:** Evaluate reports based on data. ★ Standard Relation to Course: Supporting

**MAFS.912.S-ID.1.1:** Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

**Clariﬁcations:** In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clariﬁcations:** In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.3:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clariﬁcations:** In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.4:** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course:** Supporting

**MAFS.K12.MP.1.1:** Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools
might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attent to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**General Course Information and Notes**

**GENERAL NOTES**

**Latin American History** - The grade 9-12 Latin American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence)

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>2100360</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Path:</strong></td>
<td><strong>Section:</strong> Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: American and Western Hemispheric Histories</td>
</tr>
<tr>
<td><strong>Abbreviated Title:</strong></td>
<td>LATIN AMER HIST</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>One (1) credit</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
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<td><strong>Course Level:</strong></td>
<td>2</td>
</tr>
</tbody>
</table>

[ Clarifications: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability. ]
## Educator Certifications

<table>
<thead>
<tr>
<th>Grade Level(s): 9,10,11,12</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.7</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</td>
</tr>
<tr>
<td>SS.912.A.4.3</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</td>
</tr>
<tr>
<td>SS.912.A.4.4</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</td>
</tr>
<tr>
<td>SS.912.A.7.11</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td>SS.912.A.7.14</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, NAFTA, World Trade Organization.</td>
</tr>
<tr>
<td>SS.912.C.4.3</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
</tbody>
</table>

This benchmark is annually evaluated on the United States History End-of-Course Examination. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FDOE End-of-Course (EOC) Assessments webpage and the FDOE Social Studies webpage.

This benchmark is annually evaluated on the United States History End-of-Course Examination. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FDOE End-of-Course (EOC) Assessments webpage and the FDOE Social Studies webpage.

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Additional resources may be found on various websites such as the site for the Kinsey Collection.
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<thead>
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<tr>
<td>SS.912.C.4.4</td>
<td>Compare indicators of democratization in multiple countries.</td>
</tr>
<tr>
<td>SS.912.E.3.1</td>
<td>Demonstrate the impact of inflation on world economies.</td>
</tr>
<tr>
<td>SS.912.G.1.1</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>SS.912.G.2.1</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.G.2.2</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.4</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.4</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td>SS.912.H.3.1</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.5</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.3.15</td>
<td>Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.</td>
</tr>
<tr>
<td>SS.912.W.3.16</td>
<td>Locate major civilizations of Mesoamerica and Andean South America.</td>
</tr>
<tr>
<td>SS.912.W.3.17</td>
<td>Describe the roles of people in the Maya, Inca, and Aztec societies.</td>
</tr>
<tr>
<td>SS.912.W.3.18</td>
<td>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</td>
</tr>
<tr>
<td>SS.912.W.3.19</td>
<td>Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</td>
</tr>
<tr>
<td>SS.912.W.4.11</td>
<td>Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.</td>
</tr>
<tr>
<td>SS.912.W.4.13</td>
<td>Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.</td>
</tr>
<tr>
<td>SS.912.W.4.14</td>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.4.15</td>
<td>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</td>
</tr>
</tbody>
</table>
Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L’Ouverture.

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

Compare post-war independence movements in African, Asian, and Caribbean countries.

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

Examples of nationalist leaders include Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru.

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

Analyze the causes and effects of 19th century social and political reform movements.

Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Analyze the causes and effects of twentieth century nationalist conflicts.

The causes include nationalism, colonialism, and the desire for independence.

Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Pandemics include the Spanish flu, HIV/AIDS, and COVID-19.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Analyze the causes and effects of twentieth century nationalist conflicts.

The causes include nationalism, colonialism, and the desire for independence.

The impact includes economic and social changes, as well as political consequences.

Provide multiple opportunities for students to practice efficient and generalizable methods.

Provide opportunities for students to use manipulatives when investigating concepts.

Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show students that various representations can have different purposes and can be useful in different situations.

Help and support each other when attempting a new method or approach.

Recognize students’ effort when solving challenging problems.

Develop students’ ability to analyze and problem solve.

Foster perseverance in students by choosing tasks that are challenging.

Cultivate a community of growth mindset learners.

Provide opportunities for students to use manipulatives when investigating concepts.

Help students make connections between concepts and representations.

Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show students that various representations can have different purposes and can be useful in different situations.

Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.

Provide opportunities for students to reflect on the method they used and the strategies they used to solve the task.

Help students make connections between concepts and representations.

Provide opportunities for students to use manipulatives when investigating concepts.

Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show students that various representations can have different purposes and can be useful in different situations.

Maintain flexibility and accuracy while performing procedures and mental calculations.

Complete tasks accurately and with confidence.

Select efficient and appropriate methods for solving problems within the given context.

Complete tasks accurately and with confidence.

Adapt procedures to apply them to a new context.

Use feedback to improve efficiency when performing calculations.

Communicate mathematical ideas, vocabulary and methods effectively.

Analyze the mathematical thinking of others.

Analyze the efficiency of a method to those expressed by others.

Recognize errors and suggest how to correctly solve the task.

Justify results by explaining methods and processes.

Construct possible arguments based on evidence.

Teachers who engage in discussions that reflect on the mathematical thinking of self and others:

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

Mathematicians who demonstrate understanding by representing problems in multiple ways:

Mathematicians who participate in effortful learning both individually and with others:

Mathematicians who complete tasks with mathematical fluency:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

Teachers who encourage students to complete tasks with mathematical fluency:
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

#### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

#### Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

#### Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### Cite evidence to explain and justify reasoning.

#### Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### Read and comprehend grade-level complex texts proficiently.

#### Clarifications:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

### Make inferences to support comprehension.

#### Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

#### Clarifications:

In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

**GENERAL NOTES**

**Latin American History** - The grade 9-12 Latin American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence)

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows ELL students to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English Language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

- **Course Number:** 2100360
- **Course Type:** Elective Course
- **Number of Credits:** One (1) credit
- **Course Path:** Grades PreK to 12 Education
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Subject:** American and Western Hemispheric Histories
- **Abbreviated Title:** LATIN AMER HIST
- **Grade Group:** Grades 9 to 12 and Adult Education Courses
- **SubSubject:** American and Western Hemispheric Histories
**Educator Certifications**

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<td>Social Science (Grades 6-12)</td>
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**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12
## Course Standards

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<tr>
<th>Name</th>
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<tr>
<td>SS.912.A.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Utilize timelines to identify the time sequence of historical data. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.2:</td>
<td><strong>Clarifications:</strong></td>
</tr>
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<td>SS.912.A.3:</td>
<td><strong>Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</strong></td>
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<tr>
<td>SS.912.A.4:</td>
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<td>SS.912.A.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<tr>
<td>SS.912.A.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Review the Native American experience. Examine causes, course, and consequences of the Spanish American War. Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction. Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
<tr>
<td>SS.912.A.8:</td>
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**SS.912.CG.4.3:** Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.CG.4.4:** Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

**SS.912.E.3.1:** Demonstrate the impact of inflation on world economies.

**SS.912.G.1.1:** Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

**SS.912.G.1.2:** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

**SS.912.G.1.3:** Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**SS.912.G.1.4:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**SS.912.G.2.1:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

**SS.912.G.2.2:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**SS.912.G.2.3:** Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

**SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

**SS.912.G.4.2:** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

**SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**SS.912.G.4.4:** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

**SS.912.G.4.5:** Use political maps to describe the change in boundaries and governments within continents over time.

**SS.912.H.1.4:** Explain philosophical beliefs as they relate to works in the arts.

**SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**SS.912.H.3.2:** Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

**SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

**SS.912.W.1.2:** Compare time measurement systems used by different cultures.

**SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

**SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

**SS.912.W.1.5:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**SS.912.W.1.6:** Evaluate the role of history in shaping identity and character.

**SS.912.W.3.15:** Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

**SS.912.W.3.16:** Locate major civilizations of Mesoamerica and Andean South America.

**SS.912.W.3.17:** Describe the roles of people in the Maya, Inca, and Aztec societies.

**SS.912.W.3.18:** Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

**SS.912.W.3.19:** Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

**SS.912.W.4.11:** Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

**SS.912.W.4.12:** Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

**SS.912.W.4.13:** Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L’ Ouverture.

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.8: Describe the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

MA.K12.MTR.1.1: Teachers who encourage students to develop proficiency in using manipulatives:
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.2.1: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.
Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
General Course Information and Notes

GENERAL NOTES

Latin American History - The grade 9-12 Latin American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2100360
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
Abbreviated Title: LATIN AMER HIST
<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
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</table>
SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf

SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.3.10: Review different economic and philosophic ideologies.

**Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 22. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage.

SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.

**Clarifications:** Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage.

SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

**Clarifications:** Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage.

SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:** Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage.

SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.

**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage.

SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

**Clarifications:** Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

SS.912.C.4.1: Explain how the world’s nations are governed differently.

SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.C.4.4: Compare indicators of democratization in multiple countries.

SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

SS.912.E.2.1: Identify and explain broad economic goals.

SS.912.E.2.7: Identify the impact of inflation on society.

SS.912.E.3.1: Demonstrate the impact of inflation on world economies.

SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.

SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

SS.912.FL.1.2: Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.

SS.912.FL.1.5: Discuss the effect of a recession on the unemployment rate.

SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

SS.912.H.1.11: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.12: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.13: Relate works in the arts to various cultures.

SS.912.H.1.14: Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4: Clarifications:
Examples are classical architecture, protest music, Native American dance, Japanese Noh.
Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.1.5: Clarifications:
Examples are Victor Hugo’s Les Miserables, Langston Hughes’ poetry, Pete Seeger’s Bring ‘Em Home.

SS.912.H.1.6: Clarifications:
Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.H.3.1: Clarifications:
Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2: Clarifications:
Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.P.6.3: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Distinguish methods used to study development.

SS.912.P.8.1: Clarifications:
Topics may include, but are not limited to, phoneme, morpheme, and grammar.
Describe the structure and function of language.

SS.912.P.16.11: Clarifications:
Analyze how individualistic and collectivistic cultural perspectives relate to personality.

SS.912.S.5.1.4: Clarifications:
Examples are artifacts, images, auditory and written sources.
Examine changing points of view of social issues, such as poverty, crime and discrimination.

SS.912.S.5.1.6: Clarifications:
Examples may include, but are not limited to, news media and advertisements.
Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

SS.912.S.5.1.8: Clarifications:
Examples may include, but are not limited to, juvenile delinquency, crime, poverty, and discrimination.
Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.

SS.912.S.5.2.1: Clarifications:
Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.
Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.

SS.912.S.5.2.2: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Explain the differences between a culture and a society.

SS.912.S.5.2.3: Clarifications:
Examples may include, but are not limited to, gender roles, age, racial and ethnic groups within different societies.
Recognize the influences of genetic inheritance and culture on human behavior.

SS.912.S.5.2.4: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Give examples of subcultures and describe what makes them unique.

SS.912.S.5.2.5: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Compare social norms among various subcultures.

SS.912.S.5.2.7: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Explain how various practices of the culture create differences within group behavior.

SS.912.S.5.2.8: Clarifications:
Examples may include, but are not limited to, natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, war, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.

SS.912.S.5.2.9: Clarifications:
Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.
Prepare original written and oral reports and presentations on specific events, people or historical eras.
Explain how social status affects social order.

SS.912.S.5.3.1: Clarifications:
Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.
Discuss the concept of political power and factors that influence political power.

SS.912.S.5.3.2: Clarifications:
Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.
Explain how roles and role expectations can lead to role conflict.

SS.912.S.5.3.3: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Examine and analyze various points of view relating to historical and current events.

SS.912.S.5.4.1: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Describe how individuals are affected by the different social groups to which they belong.

SS.912.S.5.4.2: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Identify major characteristics of social groups familiar to the students.

SS.912.S.5.4.6: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.

SS.912.S.5.4.12: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.

SS.912.S.5.5.2: Clarifications:
Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.
Discuss the concept of political power and factors that influence political power.

SS.912.S.5.5.5: Clarifications:
Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.
Define ethnocentrism and explain how it can be beneficial or destructive to a culture.

SS.912.S.5.5.6: Clarifications:
Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.
Identify factors that influence change in social norms over time.

SS.912.S.5.5.9: Clarifications:
Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.
Conduct research and analysis on an issue associated with social structure or social institutions.

SS.912.S.5.6.1: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Examine various social influences that can lead to immediate and long-term changes.

SS.912.S.5.6.2: Clarifications:
Examples may include, but are not limited to, natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, war, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration.
Explain how various practices of the culture create differences within group behavior.

SS.912.S.5.6.8: Clarifications:
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.
Investigate the consequences in society as result of changes.

SS.912.S.5.7.2: Clarifications:
Examples may include, but are not limited to, juvenile delinquency, crime, poverty, and discrimination.
Describe how social problems have changed over time.

SS.912.S.5.7.3: Clarifications:
Examples may include, but are not limited to, juvenile delinquency, crime, poverty, and discrimination.
Explain how patterns of behavior are found with certain social problems.

SS.912.S.5.8.7: Clarifications:
Examples may include, but are not limited to, news media and advertisements.
Interpret and evaluate primary and secondary sources.

SS.912.W.1.3: Clarifications:
Examples are artifacts, images, auditory and written sources.
Identify the factors that influence change in social norms over time.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
<tr>
<td>Examples are ethnic, cultural, personal, national, religious.</td>
<td></td>
</tr>
<tr>
<td>SS.912.W.2.13:</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss significant people and beliefs associated with Islam.</td>
<td></td>
</tr>
<tr>
<td>SS.912.W.3.1:</td>
<td>Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2:</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.4.14:</td>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.4.15:</td>
<td>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.5.4:</td>
<td>Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.</td>
</tr>
<tr>
<td>SS.912.W.6.4:</td>
<td>Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</td>
</tr>
<tr>
<td>SS.912.W.8.9:</td>
<td>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.9.2:</td>
<td>Describe the causes and effects of post-World War II economic and demographic changes.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
<tr>
<td>Examples are medical and technological advances, free market economics,</td>
<td></td>
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<tr>
<td>increased consumption of natural resources and goods, rise in expectations for standards of living.</td>
<td></td>
</tr>
<tr>
<td>SS.912.W.9.3:</td>
<td>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
<tr>
<td>Examples are prejudice, racism, stereotyping, economic competition.</td>
<td></td>
</tr>
<tr>
<td>LAFS.1112.R.I.2.3:</td>
<td>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
</tr>
<tr>
<td>a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</td>
<td></td>
</tr>
<tr>
<td>LAFS.1112.R.I.3.4:</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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</tr>
<tr>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</td>
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<tr>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</td>
<td></td>
</tr>
<tr>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td></td>
</tr>
<tr>
<td>LAFS.1112.R.I.3.6:</td>
<td>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
<tr>
<td>LAFS.1112.R.I.1.1:</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td>LAFS.1112.R.I.1.2:</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>LAFS.1112.R.I.1.3:</td>
<td>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>LAFS.1112.R.I.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
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<tr>
<td>LAFS.1112.R.I.2.5:</td>
<td>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
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<tr>
<td>LAFS.1112.R.I.2.6:</td>
<td>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</td>
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<tr>
<td>LAFS.1112.R.I.3.7:</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
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<td>LAFS.1112.R.I.3.8:</td>
<td>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</td>
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<td>LAFS.1112.R.I.3.9:</td>
<td>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
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<td>LAFS.1112.R.I.1.1:</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
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<td>LAFS.1112.R.I.1.2:</td>
<td>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</td>
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<td>LAFS.1112.R.I.1.3:</td>
<td>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
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Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Use technology, including the Internet, to produce, publish, and update content; produce and update digital media, and communicate for social and instructional purposes within the school setting.

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<thead>
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<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
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<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>An analysis of the following economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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<td>SS.912.A.4.3:</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.4.4:</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</td>
</tr>
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<td><strong>Examples:</strong></td>
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<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
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<td><strong>Examples:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.7.16:</td>
<td>Examine changes in immigration policy and attitudes toward immigration since 1950.</td>
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<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
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<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
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<td>SS.912.C.4.4:</td>
<td>Compare indicators of democratization in multiple countries.</td>
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<td>SS.912.E.1.3:</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</td>
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</tbody>
</table>
**SS.912.E.1.4:** Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

**SS.912.E.1.10:** Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

| **SS.912.E.2.1:** | Identify and explain broad economic goals. |
| **SS.912.E.2.7:** | Identify the impact of inflation on society. |
| **SS.912.E.3.1:** | Demonstrate the impact of inflation on world economies. |
| **SS.912.E.3.2:** | Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage. |
| **SS.912.E.3.3:** | Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. |
| **SS.912.E.3.4:** | Assess the economic impact of negative and positive externalities on the international environment. |
| **SS.912.E.3.5:** | Compare the current United States economy with other developed and developing nations. |
| **SS.912.FL.1.2:** | Identify the physical characteristics and the human characteristics that define and differentiate regions. |

| **Clarifications:** | Examples are freedom, efficiency, equity, security, growth, price stability, full employment. |
| **Clarifications:** | Examples are oil prices, 1973 oil crisis, Great Depression, World War II. |
| **Clarifications:** | Examples are NAFTA, CAFTA. |
| **Clarifications:** | Examples are pollute, global warming, pure water, better air quality. |
| **Clarifications:** | Examples are standard of living, exchange rates, productivity, gross domestic product. |
| **Clarifications:** | Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. |
| **Clarifications:** | Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment. |
| **Clarifications:** | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |
| **Clarifications:** | Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world. |
| **Clarifications:** | Identify and explain broad economic goals. |
| **Clarifications:** | Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary. |
| **Clarifications:** | Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC. |

**SS.912.H.1.1:** Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

| **SS.912.H.1.2:** | Explain how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. |
| **SS.912.H.1.3:** | Relate works in the arts to various cultures. |
| **Clarifications:** | Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman. |
| **Clarifications:** | Identify the physical characteristics and the human characteristics that define and differentiate regions. |

| **Clarifications:** | Explain philosophical beliefs as they relate to works in the arts. |

**Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.**

**Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.**

**Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.**
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SS.912.H.1.4:</td>
<td>Examine artistic response to social issues and new ideas in various cultures.</td>
</tr>
<tr>
<td>SS.912.H.1.5:</td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.1.6:</td>
<td>Analyze how current events are explained by artistic and cultural trends of the past.</td>
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<tr>
<td>SS.912.H.3.1:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
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<td>Examine social influences that can lead to immediate and long-term changes.</td>
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<td>SS.912.H.3.4:</td>
<td>Conduct research and analysis on an issue associated with social structure or social institutions.</td>
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<tr>
<td>SS.912.H.3.5:</td>
<td>Define ethnocentrism and explain how it can be beneficial or destructive to a culture.</td>
</tr>
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<td>SS.912.H.3.6:</td>
<td>Identify the factors that influence change in social norms over time.</td>
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<tr>
<td>SS.912.H.3.7:</td>
<td>Define propaganda and discuss the methods of propaganda used to influence social behavior.</td>
</tr>
<tr>
<td>SS.912.H.3.8:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
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<td>Describe how social status affects social order.</td>
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<td>Describe how roles and role expectations can lead to role conflict.</td>
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<td>SS.912.P.2.3:</td>
<td>Examine changing points of view of social issues, such as poverty, crime and discrimination.</td>
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<tr>
<td>SS.912.P.2.4:</td>
<td>Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.</td>
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<td>Examine various points of view relating to historical and current events.</td>
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<tr>
<td>SS.912.P.2.6:</td>
<td>Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.</td>
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<td>SS.912.P.2.8:</td>
<td>Describe how and why societies change over time.</td>
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<tr>
<td>SS.912.P.2.9:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<tr>
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<td>Examine various social influences that can lead to immediate and long-term changes.</td>
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<td>Examine and analyze various points of view about a social issue.</td>
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<td>SS.912.P.3.5:</td>
<td>Examine how various practices of the culture create differences within group behavior.</td>
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<tr>
<td>SS.912.P.3.6:</td>
<td>Describe how individuals are affected by the different social groups to which they belong.</td>
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<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
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### SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**Clarifications:**
- Examples are ethnic, cultural, personal, national, religious.

### SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

### SS.912.W.2.16: Trace the growth and development of a national identity in the countries of England, France, and Spain.

**Clarifications:**
- Discuss significant people and beliefs associated with Islam.
- Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

### SS.912.W.3.1: Compare the major beliefs and principles of Judaism, Christianity, and Islam.

### SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.

### SS.912.W.3.3: Compare economic, political, and social developments in East, West, and South Africa.

### SS.912.W.4.1: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

**Clarifications:**
- Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

### SS.912.W.4.2: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

### SS.912.W.4.3: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

### SS.912.W.4.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

### SS.912.W.5.4: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.


### MA.K12.MTR.1.1: Complete tasks with mathematical fluency.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.2.1: Complete tasks with mathematical fluency.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text they refer to. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Elaboration of Standards**

**ELA.K12.EE.2.1:**

*Clariﬁcations:*

Read and comprehend grade-level complex texts proﬁciently.

*See Text Complexity for grade-level complexity bands and a text complexity rubric.*

Make inferences to support comprehension.

**ELA.K12.EE.3.1:**

*Clariﬁcations:*

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

*Clariﬁcations:*

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**

*Clariﬁcations:*

Use the accepted rules governing a speciﬁc format to create quality work.

**ELA.K12.EE.6.1:**

*Clariﬁcations:*

Use appropriate voice and tone when speaking or writing.

**ELD.K12.ELL.SI.1:**

English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### General Course Information and Notes

**General Information**

**Course Number:** 2100362

**Course Path:** Section: Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult

**Education Courses > Subject:** Social Studies

**SubSubject:** American and Western Hemispheric Histories

### General Notes

This course consists of the following content area strands: American History, Geography, Economics, World History, Humanities, Civics and Government, Psychology, Sociology, and Financial Literacy. The primary content emphasis for this course pertains to the student of the development of the Latin American identity, along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin America in the complex nature of individual, group, national, and international interactions. Students will examine the characteristics that define culture and gain an understanding of the culture of Latin America. Content includes, but is not limited to, interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, cultural diffusion, Latin American economics, human-environment interactions, patterns of language development, poverty, and the effect of change on cultural institutions. Using texts of high complexity, students will develop knowledge of Latin American literature through integrated educational experiences of reading, writing, speaking and analyzing. Emphasis will include representative Latin American literature, with its varied cultural inﬂuences, highlighting the major genres, themes, issues, and inﬂuences associated with the selections. Other concepts in this class may include indigenous Native American culture prior to the arrival of the Europeans, Spanish heritage, inﬂuence and impact of the Catholic Church, evolution of political systems and philosophies in Latin America, Latin American nationalism, and contemporary Latin American affairs.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should speciﬁcally articulate the content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.
Educator Certifications

Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
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<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
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<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at:</td>
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<td><a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
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<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
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<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
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<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.</td>
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<td>Examine changes in immigration policy and attitudes toward immigration since 1950.</td>
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<td><strong>Clarifications:</strong></td>
<td>Students will discuss the historical impact of political communication on American political process and public opinion.</td>
</tr>
<tr>
<td></td>
<td>Students will compare the reporting on the same political event or issue from multiple perspectives.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</td>
</tr>
<tr>
<td>SS.912.A.7.16:</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</td>
</tr>
<tr>
<td>SS.912.A.4.4:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 22-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
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<td>SS.912.A.7.16:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.CG.2.4:</td>
<td>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<tr>
<td></td>
<td>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act);</td>
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<td>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</td>
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<td>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</td>
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<tr>
<td>SS.912.CG.2.11:</td>
<td>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</td>
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<td>• Students will compare the reporting on the same political event or issue from multiple perspectives.</td>
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<td></td>
<td>• Students will discuss the historical impact of political communication on American political process and public opinion.</td>
</tr>
</tbody>
</table>
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

**SS.912.CG.4.1:** Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

**SS.912.CG.4.2:** Explain how the United States uses foreign policy to influence other nations.
- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargoes and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

**SS.912.CG.4.3:** Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.CG.4.4:** Identify indicators of democratization in foreign countries.
- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

**SS.912.E.1.3:** Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?

**SS.912.E.1.4:** Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

**SS.912.E.1.10:** Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- Identify and explain broad economic goals.

**SS.912.E.2.1:** Clarifications:
Examples are freedom, efficiency, equity, security, growth, price stability, full employment.

**SS.912.E.2.7:** Identify the impact of inflation on society.

**SS.912.E.3.1:** Clarifications:
Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

**SS.912.E.3.2:** Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

**SS.912.E.3.3:** Clarifications:
Examples are NAFTA, CAFTA, Examples are quotas, tariffs.

**SS.912.E.3.4:** Clarifications:
Examples of negative are pollution, global warming.
Examples of positive are pure water, better air quality.

**SS.912.E.3.5:** Compare the current United States economy with other developed and developing nations.

**SS.912.E.3.6:** Clarifications:
Examples are standard of living, exchange rates, productivity, gross domestic product.

**SS.912.FL.1.2:** Clarifications:
- Explain how people’s willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market.
- Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student’s decision to attend college.

**SS.912.FL.1.5:** Clarifications:
- Explain how an increase in the demand for mobile applications might impact the wages paid to software developers.
- Explain the effects of a recession on the unemployment rate.

**SS.912.G.2.1:** Clarifications:
Examples of physical characteristics are climate, terrain, resources.
Examples of human characteristics are religion, government, economy, demography.

**SS.912.G.2.2:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or...
**SS.912.G.2.3:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

**Clarifications:**
Examples are desertification, global warming, cataclysmic natural disasters.

**SS.912.G.3.3:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

**SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

**SS.912.G.4.2:** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

**SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**SS.912.G.4.4:** Use geographic terms and tools to analyze case studies of issues in globalization.

**Clarifications:**
Examples are cultural imperialism, outsourcing.

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**SS.912.H.1.1:** Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

**Clarifications:**
Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

**SS.912.H.1.1:** Relate works in the arts to various cultures.

**Clarifications:**
Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

**SS.912.H.1.4:** Explain philosophical beliefs as they relate to works in the arts.

**Clarifications:**
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

**SS.912.H.1.5:** Examine artistic response to social issues and new ideas in various cultures.

**Clarifications:**
Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

**SS.912.H.1.6:** Analyze how current events are explained by artistic and cultural trends of the past.

**SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**SS.912.H.3.2:** Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

**SS.912.P.6.3:** Distinguish methods used to study development.

**Clarifications:**
Examples may include, but are not limited to, cross-sectional research, longitudinal research, data collection, observation, case studies, questionnaires, and experimentation.

**SS.912.P.8.1:** Describe the structure and function of language.

**Clarifications:**
Topics may include, but are not limited to, phoneme, morpheme, and grammar.

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**SS.912.P.16.11:** Analyze how individualistic and collectivistic cultural perspectives relate to personality.

**SS.912.S.1.4:** Examine changing points of view of social issues, such as poverty, crime and discrimination.

**SS.912.S.1.6:** Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

**SS.912.S.1.8:** Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.

**SS.912.S.2.1:** Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.

**SS.912.S.2.2:** Explain the differences between a culture and a society.

**SS.912.S.2.3:** Recognize the influences of genetic inheritance and culture on human behavior.

**SS.912.S.2.4:** Give examples of subcultures and describe what makes them unique.

**SS.912.S.2.5:** Compare social norms among various subcultures.

**SS.912.S.2.7:** Explain how various practices of the culture create differences within group behavior.

**SS.912.S.2.8:** Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.

**SS.912.S.2.9:** Prepare original written and oral reports and presentations on specific events, people or historical eras.

**SS.912.S.3.1:** Describe how social status affects social order.

**Clarifications:**
Examples may include, but are not limited to, upper class, middle class, lower class, professional, blue collar, and unemployed.

**SS.912.S.3.2:** Explain how roles and role expectations can lead to role conflict.

**Clarifications:**
Examples may include, but are not limited to, gender roles, age, racial and ethnic groups within different societies.

**SS.912.S.3.3:** Examine and analyze various points of view relating to historical and current events.

**SS.912.S.4.1:** Describe how individuals are affected by the different social groups to which they belong.

**SS.912.S.4.2:** Identify major characteristics of social groups familiar to the students.

**SS.912.S.4.6:** Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.

**SS.912.S.4.12:** Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.

**SS.912.S.5.2:** Discuss the concept of political power and factors that influence political power.

**Clarifications:**
Examples are cultural imperialism, outsourcing.
Examples may include, but are not limited to, social class, racial and ethnic group memberships, cultural group, gender, and age.

| SS.912.S.5.5: | Define ethnocentrism and explain how it can be beneficial or destructive to a culture. |
| SS.912.S.5.6: | Identify the factors that influence change in social norms over time. |
| SS.912.S.5.9: | Conduct research and analysis on an issue associated with social structure or social institutions. |
| SS.912.S.6.1: | Describe how and why societies change over time. |
| SS.912.S.6.2: | Examine various social influences that can lead to immediate and long-term changes. |
| SS.912.S.6.8: | Investigate the consequences in society as result of changes. |
| SS.912.S.7.2: | Explain how patterns of behavior are found with certain social problems. |
| SS.912.S.8.7: | Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior. |
| SS.912.W.1.3: | Interpret and evaluate primary and secondary sources. |
| SS.912.W.1.5: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |
| SS.912.W.1.6: | Evaluate the role of history in shaping identity and character. |
| SS.912.W.2.13: | Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe. |
| SS.912.W.3.1: | Discuss significant people and beliefs associated with Islam. |
| SS.912.W.3.2: | Compare the major beliefs and principles of Judaism, Christianity, and Islam. |
| SS.912.W.4.14: | Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas. |
| SS.912.W.4.15: | Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas. |
| SS.912.W.5.4: | Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world. |
| SS.912.W.6.4: | Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. |
| SS.912.W.8.9: | Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. |
| SS.912.W.9.2: | Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. |
| SS.912.W.9.3: | Mathematics who participate in effortful learning both individually and with others: |
| MA.K12.MTR.1.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others: |
### MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

Clariﬁcations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

Clariﬁcations:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1:
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SI.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

GENERAL NOTES

This course consists of the following content area strands: American History, Geography, Economics, World History, Humanities, Civics and Government, Psychology, Sociology, and Financial Literacy. The primary content emphasis for this course pertains to the student of the development of the Latin American identity, along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin American and the complex nature of individual, group, national, and international interactions. Students will examine the characteristics that define culture and gain an understanding of the culture of Latin America. Content includes, but is not limited to, interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, cultural diffusion, Latin American economics, human-environment interactions, patterns of language development, poverty, and the effect of change on cultural institutions. Using texts of high complexity, students will develop knowledge of
Latin American literature through integrated educational experiences of reading, writing, speaking and analyzing. Emphasis will include representative Latin American literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections. Other concepts in this class may include indigenous Native American culture prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church, evolution of political systems and philosophies in Latin America, Latin American nationalism, and contemporary Latin American affairs.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

Course Number: 2100362
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
Abbreviated Title: LATIN AMER STUDIES H
Course Attributes: Year (Y)
Course Attributes:
- Honors
Course Level: 3
Course Level(s): 9, 10, 11, 12
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9, 10, 11, 12

Educator Certifications

Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
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<td>SS.912.E.3.1:</td>
<td>Demonstrate the impact of inflation on world economies.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.3.3:</td>
<td>Discuss the effects of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</td>
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<td>SS.912.E.3.4:</td>
<td>Assess the economic impact of negative and positive externalities on the international environment.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.4:</td>
<td>Use geographic terms and tools to explain cultural diffusion through places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.5:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
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</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.W.1.3</th>
<th>Interpret and evaluate primary and secondary sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.W.1.4</th>
<th>Explain how historians use historical inquiry and other sciences to understand the past.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SS.912.W.1.5</th>
<th>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the role of history in shaping identity and character.</td>
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<thead>
<tr>
<th>SS.912.W.1.6</th>
<th>Discuss significant people and beliefs associated with Islam.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.W.2.2</th>
<th>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.W.3.3</td>
<td>Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.</td>
</tr>
<tr>
<td>SS.912.W.3.4</td>
<td>Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>SS.912.W.3.5</th>
<th>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.912.W.3.6</th>
<th>Describe key economic, political, and social developments in Islamic history.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>SS.912.W.3.7</th>
<th>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.W.3.8</td>
<td>Trace the growth of major sub-Saharan African kingdoms and empires.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Crusades, Reconquista.</td>
</tr>
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<tr>
<th>SS.912.W.3.9</th>
<th>Identify key significant economic, political, and social characteristics of Ghana.</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Ghana, Mali, Songhai.</td>
</tr>
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<thead>
<tr>
<th>SS.912.W.10</th>
<th>Identify key figures and significant economic, political, and social characteristics associated with Mali.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.</td>
</tr>
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<tr>
<th>SS.912.W.11</th>
<th>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.912.W.12</th>
<th>Compare economic, political, and social developments in East, West, and South Africa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.W.13</td>
<td>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are disruption of trade, internal political struggles, Islamic invasions.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>SS.912.W.4.14</td>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.4.15</td>
<td>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.W.6.4</th>
<th>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SS.912.W.7.7</th>
<th>Compare post-war independence movements in African, Asian, and Caribbean countries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.W.8.9</td>
<td>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.W.8.10</th>
<th>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.W.9.1</th>
<th>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</td>
</tr>
</tbody>
</table>
**SS.912.W.9.3:**
Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

**Clarifications:**
Examples are prejudice, racism, stereotyping, economic competition.

**SS.912.W.9.4:**
Describe the causes and effects of twentieth century nationalist conflicts.

**Clarifications:**
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

**SS.912.W.9.5:**
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

**LAFS.910.RH.1.1:**
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**LAFS.910.RH.1.2:**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**LAFS.910.RH.1.3:**
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LAFS.910.RH.2.4:**
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**LAFS.910.RH.2.5:**
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**LAFS.910.RH.2.6:**
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LAFS.910.RH.3.7:**
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**LAFS.910.RH.3.8:**
Assess the extent to which the reasoning and evidence in a text support the author’s claims.

**LAFS.910.RH.3.9:**
Compare and contrast treatments of the same topic in several primary and secondary sources.

**LAFS.910.RH.4.10:**
By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LAFS.910.SL.1.1:**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**LAFS.910.SL.1.2:**
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.910.SL.1.3:**
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.SL.2.4:**
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.1.1:**
Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

**LAFS.910.WHST.1.2:**
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**LAFS.910.WHST.2.4:**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.910.WHST.2.5:**
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LAFS.910.WHST.2.6:**
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LAFS.910.WHST.3.7:**
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.910.WHST.3.8:**
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and
### MAFS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).

**Clariﬁcations:**
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. **★

**Representation:**
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. **★

### MAFS.912.S-ID.1.2: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

**Clariﬁcations:**
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. **★

**Representation:**
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). **★

### MAFS.912.S-ID.1.3: Use the mean and standard deviation of a data set to ﬁt it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

**Clariﬁcations:**
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. **★

### MAFS.912.S-ID.1.4: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

**Clariﬁcations:**
Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. **★

**Representation:**
- a. Fit a function to the data; use functions ﬁtted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.
- b. Informally assess the ﬁt of a function by plotting and analyzing residuals.
- c. Fit a linear function for a scatter plot that suggests a linear association. **★

### MAFS.912.S-ID.1.5: Represent data with plots on the real number line (dot plots, histograms, and box plots).

**Clariﬁcations:**
Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to ﬁtting a line to data, students assess how well the model ﬁts by analyzing residuals. **★

### MAFS.912.S-ID.1.6: Make sense of problems and persevere in solving them.

**Mathematically proficient students use the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relations, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### MAFS.K12.MP.1.1: Construct viable arguments and critique the reasoning of others.

**Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.**

### MAFS.K12.MP.3.1: Use appropriate tools strategically.

**Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
English language learners communicate for social and instructional purposes within the school setting.

MAFS.K12.MP.5.1:
Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1:
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

ELD.K12.ELL.SL.1:
English language learners communicate for social and instructional purposes within the school setting.

HE.912.C.2.4:
Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

GENERAL NOTES
The grade 9-12 African History Honors course consists of the following content area strands: World History, American History, Geography, Economics and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progress of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and culture, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance: Social studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts and graphs.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled standard course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

Course Number: 2100365
Course Path: Section: Grades PreK to 12 Education Courses -> Grade Group: Grades 9 to 12 and Adult Education Courses -> Subject: Social Studies -> SubSubject: American and Western Hemispheric Histories ->
Abbreviated Title: AFRICAN HISTORY HON
Number of Credits: Half credit (.5)
Course Length: Semester (S)
Course Attributes:
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

- Social Science (Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
<tr>
<td>SS.912.E.3.1:</td>
<td>Demonstrate the impact of inflation on world economies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.3.3:</td>
<td>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>SS.912.E.3.4:</td>
<td>Assess the economic impact of negative and positive externalities on the international environment.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.4:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.9.3</td>
<td>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are prejudice, racism, stereotyping, economic competition.</td>
</tr>
<tr>
<td>SS.912.W.9.4</td>
<td>Describe the causes and effects of twentieth century nationalist conflicts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</td>
</tr>
<tr>
<td>SS.912.W.9.5</td>
<td>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Particularly within the developing and under-developed world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1</th>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>- Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>- Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td></td>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td></td>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>- Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1</th>
<th>Mathematicians who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td></td>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td></td>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1</th>
<th>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td></td>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td></td>
<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td></td>
<td>- Develop students’ ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1</th>
<th>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td></td>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td></td>
<td>- Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td></td>
<td>- Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>MA.K12.MTR.5.1:</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Look for similarities among problems.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Connect solutions of problems to more complicated large-scale situations.</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assess the reasonableness of solutions.</strong></td>
</tr>
<tr>
<td>Mathematics who assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>- Estimate to discover possible solutions.</td>
</tr>
<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
</tr>
<tr>
<td>- Check calculations when solving problems.</td>
</tr>
<tr>
<td>- Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
</tr>
</tbody>
</table>

### Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply mathematics to real-world contexts.</strong></td>
</tr>
<tr>
<td>Mathematics who apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>- Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td>- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
</tbody>
</table>

### Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cite evidence to explain and justify reasoning.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
</tr>
<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read and comprehend grade-level complex texts proficiently.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Make inferences to support comprehension.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use the accepted rules governing a specific format to create quality work.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: American and Western Hemispheric Histories >
Abbreviated Title: AFRICAN HISTORY HON

**Number of Credits:** Half credit (.5)

**Course Attributes:**
- Honors

**Course Length:** Semester (S)

**Course Level:** 3

**Course Attributes:**
- Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

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**General Course Information and Notes**

**GENERAL NOTES**

The grade 9-12 African History Honors course consists of the following content area strands: World History, American History, Geography, Economics and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonization in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:** Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf).

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**Educator Certifications**

Social Science (Grades 5-9)
History (Grades 6-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.A.2.2</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.A.2.3</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.B.1.1</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>SS.912.B.2.1</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.B.2.2</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
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<td>SS.912.B.2.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
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<td>SS.912.B.3.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
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<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
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<tr>
<td>SS.912.B.3.5</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time. Explain philosophical beliefs as they relate to works in the arts.</td>
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<tr>
<td>SS.912.B.4.1</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.B.4.2</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.B.4.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.B.4.4</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.B.4.5</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.</td>
</tr>
</tbody>
</table>
SS.912.W.1: Clarifications: Examples are ethnic, cultural, personal, national, religious.
SS.912.W.1.6: Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2: Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.3: Identify key figures associated with the Byzantine Empire.
SS.912.W.2.4: Clarifications: Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
SS.912.W.2.5: Explain the contributions of the Byzantine Empire.
SS.912.W.2.6: Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7: Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9: Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11: Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.15: Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.3: Clarifications: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.
SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
<table>
<thead>
<tr>
<th>Task</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify important figures associated with the Crusades.</td>
<td>Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.</td>
</tr>
<tr>
<td>Trace the growth of major sub-Saharan African kingdoms and empires.</td>
<td>Examples are Ghana, Mali, Songhai.</td>
</tr>
<tr>
<td>Identify key significant economic, political, and social characteristics of Ghana.</td>
<td>Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.</td>
</tr>
<tr>
<td>Identify key figures and significant economic, political, and social characteristics associated with Mali.</td>
<td>Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.</td>
</tr>
<tr>
<td>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</td>
<td>Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.</td>
</tr>
<tr>
<td>Compare the economic, political, and social developments in East, West, and South Africa.</td>
<td>Examples are disruption of trade, internal political struggles, Islamic invasions.</td>
</tr>
<tr>
<td>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</td>
<td>Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.</td>
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<tr>
<td>Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.</td>
<td>Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</td>
</tr>
<tr>
<td>Locate major civilizations of Mesoamerica and Andean South America.</td>
<td>Examples are Maya, Aztec, Inca.</td>
</tr>
<tr>
<td>Describe the roles of people in the Maya, Inca, and Aztec societies.</td>
<td>Examples are class structure, family life, warfare, religious beliefs and practices, slavery.</td>
</tr>
<tr>
<td>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</td>
<td>Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</td>
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<td>Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</td>
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<td>Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</td>
<td>Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.</td>
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<tr>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
<td>Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.</td>
</tr>
<tr>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
<td>Examples are influence of classics, School of Athens.</td>
</tr>
<tr>
<td>Identify characteristics of Renaissance humanism in works of art.</td>
<td>Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.</td>
</tr>
<tr>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
<td>Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.</td>
</tr>
<tr>
<td>Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</td>
<td>Examples are disruption of trade, internal political struggles, Islamic invasions.</td>
</tr>
<tr>
<td>Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.</td>
<td>Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.</td>
</tr>
<tr>
<td>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</td>
<td>Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.</td>
</tr>
<tr>
<td>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
<td>Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.</td>
</tr>
<tr>
<td>Identify the major contributions of individuals associated with the Scientific Revolution.</td>
<td>Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</td>
</tr>
<tr>
<td>Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.</td>
<td>Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.</td>
</tr>
</tbody>
</table>
**LAFS.910.RH.3.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**LAFS.910.RH.3.8:** Assess the extent to which the reasoning and evidence in a text support the author’s claims.

**LAFS.910.RH.3.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**LAFS.910.RH.4.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.910.SL.1.3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

**LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.910.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.910.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MAFS.912.S-IC.2.3:** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-IC.2.4:** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-IC.2.5:** Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-IC.2.6:** Evaluate reports based on data. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-IC.3.1:** Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

**Standard Relation to Course:** Supporting

**Clariifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
General Course Information and Notes

**GENERAL NOTES**

**Eastern and Western Heritage** - The grade 9-12 Eastern and Western Heritage course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia,
Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

Course Number: 2100370
Course Path: Grades PreK to 12 Education
Course > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: EAST & WEST HERITAGE

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Length: Year (Y)
Course Level: 2
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Utilize timelines to establish cause and effect relationships of historical events. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Identify social, moral, ethical, religious, and legal issues arising in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Interpret population growth and other demographic data for any given place. <strong>Clarifications:</strong> Examples of primary and secondary sources are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). <strong>Clarifications:</strong> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.A.1.8</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.9</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.A.1.10</td>
<td>Explain the role of history in shaping identity and character. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
</tbody>
</table>
SS.912.W.1.6: Clarifications:
Examples are ethnic, cultural, personal, national, religious.

SS.912.W.2.1: Locate the extent of Byzantine territory at the height of the empire.

SS.912.W.2.2: Describe the impact of Constantine the Great’s establishment of “New Rome” (Constantinople) and his recognition of Christianity as a legal religion.

SS.912.W.2.3: Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

SS.912.W.2.4: Identify key figures associated with the Byzantine Empire.

SS.912.W.2.5: Clarifications:
Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.

SS.912.W.2.6: Describe the causes and effects of the iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

SS.912.W.2.7: Analyze causes (Justinian’s Plague, ongoing attacks from the “barbarians,” the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

SS.912.W.2.8: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.

SS.912.W.2.9: Analyze the impact of the collapse of the Western Roman Empire on Europe.

SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

SS.912.W.2.11: Describe the rise and achievements of significant rulers in medieval Europe.

SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.


SS.912.W.2.15: Clarifications:
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.


SS.912.W.2.17: Clarifications:
Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

SS.912.W.2.19: Describe the impact of Japan’s physiography on its economic and political development.

SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.

SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.

SS.912.W.2.22: Describe Japan’s cultural and economic relationship to China and Korea.

SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

SS.912.W.3.6: Clarifications:
Examples are Al-Ma’mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

SS.912.W.3.7: Clarifications:
Examples are Crusades, Reconquista.
Compare economic, political, and social developments in East, West, and South Africa.

Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

Identify criticisms of the Roman Catholic Church by individuals such as Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

Trace the growth of major sub-Saharan African kingdoms and empires.

Identify key significant economic, political, and social characteristics of Ghana.

Identify key figures and significant economic, political, and social characteristics associated with Mali.

Identify key figures and significant economic, political, and social characteristics associated with Songhai.

Compare economic, political, and social developments in East, West, and South Africa.

Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

Identify characteristics of Renaissance humanism in works of art.

Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

Identify key figures associated with the Crusades.

Identify the major contributions of individuals associated with the Scientific Revolution.

Analyze the problem in a way that makes sense given the task.

Build perseverance by modifying methods as needed while solving a challenging task.

Stay engaged and maintain a positive mindset when working to solve tasks.

Help and support each other when attempting a new method or approach.

Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

Identify the major contributions of individuals associated with the Scientific Revolution.

Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

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Identify criticisms of the Roman Catholic Church by individuals such as Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>- Help students make connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<tr>
<td></td>
<td>- Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
</tr>
<tr>
<td></td>
<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
</tbody>
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<th>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</th>
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<tr>
<td></td>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
<tr>
<td></td>
<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td></td>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td></td>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td></td>
<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td></td>
<td>- Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td></td>
<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td></td>
<td>- Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for students to create plans and procedures to solve problems.</td>
</tr>
<tr>
<td></td>
<td>- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
<th>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
</tr>
<tr>
<td></td>
<td>- Have students estimate or predict solutions prior to solving.</td>
</tr>
</tbody>
</table>
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1:
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.5.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Eastern and Western Heritage - The grade 9-12 Eastern and Western Heritage course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world's earliest civilizations to the ancient and classical civilizations.
of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

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**GENERAL INFORMATION**

- **Course Number:** 2100370
- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
- **Abbreviated Title:** EAST & WEST HERITAGE
- **Course Level:** 2
- **Course Length:** Year (Y)
- **Number of Credits:** One (1) credit
- **Course Status:** State Board Approved
- **Grade Level(s):** 9,10,11,12

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**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.2.3</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td>SS.912.A.2.4</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.6</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
</tbody>
</table>

Vernon J. Tanner
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.2.6:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.7:</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.3:</td>
<td>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</td>
</tr>
<tr>
<td>SS.912.A.3.4:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td>SS.912.A.3.5:</td>
<td>Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.</td>
</tr>
<tr>
<td>SS.912.A.3.6:</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).</td>
</tr>
<tr>
<td>SS.912.A.3.7:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
<tr>
<td>SS.912.A.3.8:</td>
<td>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>SS.912.A.3.9:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
</tbody>
</table>
### SS.912.A.4.1:
Analyze the major factors that drove United States imperialism.

**Clarifications:**
Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner’s thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated see the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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### SS.912.A.4.2:
Explain the motives of the United States acquisition of the territories.

**Clarifications:**
Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated see the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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### SS.912.A.4.3:
Examine causes, course, and consequences of the Spanish American War.

**Clarifications:**
Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated see the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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### SS.912.A.4.4:
Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

**Clarifications:**
Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated see the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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### SS.912.A.4.5:
Examine causes, course, and consequences of United States involvement in World War I.

**Clarifications:**
Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson’s Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated see the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.4.6</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.7</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.8</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) while serving in Europe.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.9</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.10</td>
<td>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</td>
<td>Examples may include, but are not limited to, self-determination, boundaries, demilitarized zones, sanctions reparations, and the League of Nations (including Article X of the Covenant). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.11</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
<td>Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.1</td>
<td>Discuss the economic outcomes of demobilization.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.2</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
<td>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.3</td>
<td>Examine the impact of United States foreign economic policy during the 1920s.</td>
<td>Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.4</td>
<td>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.5</td>
<td>Describe efforts by the United States and other world powers to avoid future wars.</td>
<td>Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the...</td>
</tr>
</tbody>
</table>
Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.5.6:**
Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.5.8:**
Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine causes, course, and consequences of the Great Depression and the New Deal.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and people in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

**SS.912.C.1.1:**
Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

**SS.912.C.1.2:**
Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

**SS.912.C.1.3:**
Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

**SS.912.C.1.4:**
Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

**SS.912.C.1.5:**
Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

**SS.912.C.3.2:**
Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

**SS.912.C.3.3:**
Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

**SS.912.C.3.4:**
Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

**SS.912.C.3.5:**
Identify the impact of independent regulatory agencies in the federal bureaucracy.

**SS.912.C.3.5:**
Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

**SS.912.C.3.6:**
Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

**SS.912.G.1.1:**
Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

**SS.912.G.1.2:**
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
**SS.912.G.1.3:** Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**SS.912.G.1.4:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**SS.912.G.1.5:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

**SS.912.G.2.1:**

**Clarifications:**
- Examples of physical characteristics are climate, terrain, resources.
- Examples of human characteristics are religion, government, economy, demography.

**SS.912.G.2.2:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**SS.912.G.2.3:**

**Clarifications:**
- Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

**SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

**SS.912.G.4.2:** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

**SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**SS.912.G.4.7:** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

**SS.912.G.4.9:** Use political maps to describe the change in boundaries and governments within continents over time.

**SS.912.H.1.4:** Explain philosophical beliefs as they relate to works in the arts.

**SS.912.H.3.1:**

**Clarifications:**
- Examples are classical architecture, protest music, Native American dance, Japanese Noh.

**SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**SS.912.H.3.2:** Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

**SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

**SS.912.W.1.2:** Compare time measurement systems used by different cultures.

**SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

**SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

**SS.912.W.1.5:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**SS.912.W.1.6:** Evaluate the role of history in shaping identity and character.

**SS.912.W.4.11:** Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

**LAFS.910.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**LAFS.910.RH.1.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LAFS.910.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**LAFS.910.RH.2.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**LAFS.910.RH.2.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LAFS.910.RH.3.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**LAFS.910.RH.3.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**LAFS.910.RH.3.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**LAFS.910.RH.4.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**LAFS.910.RH.4.10:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Evaluate reports based on data.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Make sense of problems and persevere in solving them.
**MAFS.K12.MP.1.1:** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.K12.MP.5.1:** Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategical using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.6.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**ELD.K12.ELL.SS.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**

- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**General Course Information and Notes**

**GENERAL NOTES**

**Visions and Their Pursuits: An American Tradition-U.S.History to 1920:** The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

**Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

- **Course Number:** 2100380
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
- **Abbreviated Title:** VISIONS & PURSUITS
- **Course Length:** Year (Y)
- **Course Level:** 2
- **Grade Level(s):** 9,10,11,12

**Educator Certifications**

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
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</tr>
<tr>
<td>SS.912.A.2.3:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
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<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.4:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td></td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td>SS.912.A.2.6:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.7:</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td>SS.912.A.3.2:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.3.3:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.4:</td>
<td>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</td>
</tr>
<tr>
<td>SS.912.A.3.5:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td>SS.912.A.3.6:</td>
<td>Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.</td>
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<tr>
<td>SS.912.A.3.7:</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</td>
</tr>
<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
<tr>
<td>SS.912.A.3.9:</td>
<td>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</td>
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<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
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<td>Benchmark Code</td>
<td>Description</td>
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<tr>
<td>SS.912.A.3.11</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
</tr>
<tr>
<td>SS.912.A.3.13</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
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<tr>
<td>SS.912.A.4.1</td>
<td>Analyze the major factors that drove United States imperialism.</td>
</tr>
<tr>
<td>SS.912.A.4.2</td>
<td>Explain the motives of the United States acquisition of the territories.</td>
</tr>
<tr>
<td>SS.912.A.4.3</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
</tr>
<tr>
<td>SS.912.A.4.4</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</td>
</tr>
<tr>
<td>SS.912.A.4.5</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Description</td>
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</tr>
<tr>
<td>SS.912.A.4.6:</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</td>
</tr>
<tr>
<td>SS.912.A.4.7:</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) while serving in Europe.</td>
</tr>
<tr>
<td>SS.912.A.4.9:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
</tr>
<tr>
<td>SS.912.A.4.10:</td>
<td>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</td>
</tr>
<tr>
<td>SS.912.A.4.11:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td>SS.912.A.5.1:</td>
<td>Discuss the economic outcomes of demobilization.</td>
</tr>
<tr>
<td>SS.912.A.5.2:</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
</tr>
<tr>
<td>SS.912.A.5.3:</td>
<td>Examine the impact of United States foreign economic policy during the 1920s.</td>
</tr>
<tr>
<td>SS.912.A.5.4:</td>
<td>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</td>
</tr>
<tr>
<td>SS.912.A.5.5:</td>
<td>Describe efforts by the United States and other world powers to avoid future wars.</td>
</tr>
</tbody>
</table>
Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

SS.912.A.5.6:
Evaluate and defend positions on the founding ideals and principles in American Constitutional government.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.7:
Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.8:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.9:
Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

Clarifications:
Examples may include, but are not limited to, 100 Percent Americanism.

SS.912.A.5.10:
Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.11:
Examine causes, course, and consequences of the Great Depression and the New Deal.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.12:
Examine key events and people in Florida history as they relate to United States history.

Clarifications:
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

SS.912.C.1.1:
Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.1.2:
Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

SS.912.C.1.3:
Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

SS.912.C.1.4:
Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

SS.912.C.1.5:
Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

SS.912.C.3.2:
Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

SS.912.C.3.3:
Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

SS.912.C.3.4:
Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

SS.912.C.3.5:
Identify the impact of independent regulatory agencies in the federal bureaucracy.

SS.912.C.3.6:
Analyse the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

SS.912.G.1.1:
Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**SS.912.G.1.4:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**Clarifications:**
Examples are thematic, contour, and dot-density.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

**SS.912.G.2.1:**

**Clarifications:**
Examples of physical characteristics are climate, terrain, resources.
Examples of human characteristics are religion, government, economy, demography.

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**SS.912.G.2.2:**

**Clarifications:**
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

**SS.912.G.4.7:**

**Clarifications:**
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Use political maps to describe the change in boundaries and governments within continents over time.

**SS.912.G.4.9:**

**Clarifications:**
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Interpret population growth and other demographic data for any given place.

**SS.912.H.1.4:**

**Clarifications:**
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**SS.912.H.3.1:**

**Clarifications:**
Interpret population growth and other demographic data for any given place.

Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

**SS.912.H.3.2:**

**Clarifications:**
Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**SS.912.H.4.3:**

**Clarifications:**
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Use political maps to describe the change in boundaries and governments within continents over time.

**SS.912.H.4.9:**

**Clarifications:**
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Use timelines to establish cause and effect relationships of historical events.

**SS.912.W.1.1:**

**Clarifications:**
Compare time measurement systems used by different cultures.

**SS.912.W.1.2:**

**Clarifications:**
Interpret and evaluate primary and secondary sources.

**SS.912.W.1.3:**

**Clarifications:**
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

**SS.912.W.1.4:**

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

**SS.912.W.1.5:**

**Clarifications:**
Examples are forensic chemistry, political science, physics.

**SS.912.W.1.6:**

**Clarifications:**
Examples are ethnic, cultural, personal, national, religious.

**SS.912.W.4.11:**

**Clarifications:**
Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clariﬁcations:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1: Read and comprehend grade-level complex texts proficiently.

Clariﬁcations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1: Make inferences to support comprehension.

Clariﬁcations:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1: Use the accepted rules governing a specific format to create quality work.

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1: Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clariﬁcations:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Visions and Their Pursuits: An American Tradition-U.S.History to 1920 - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2100380
Course Path: Section: Grades PreK to 12 Education
Courses -> Grade Group: Grades 9 to 12 and Adult
Education Courses -> Subject: Social Studies ->
SubSubject: American and Western Hemispheric Histories ->
Abbreviated Title: VISIONS & PURSUITS
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Educator Certifications
History (Grades 6-12)
Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:**  
Examples should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.5: | Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7: | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.  
**Clarifications:** Review causes and consequences of the Civil War. |
| SS.912.A.2.1: | Assess the influence of significant people or groups on Reconstruction.  
**Clarifications:** Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.2: | Describe the issues that divided Republicans during the early Reconstruction era.  
**Clarifications:** Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.3: | Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.  
**Clarifications:** Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.4: | Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.2.5: | Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.  
**Clarifications:** Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
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<td>SS.912.A.2.6:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLODE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.7:</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.4:</td>
<td>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</td>
</tr>
<tr>
<td>SS.912.A.3.5:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td>SS.912.A.3.6:</td>
<td>Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.</td>
</tr>
<tr>
<td>SS.912.A.3.7:</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</td>
</tr>
<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
<tr>
<td>SS.912.A.3.9:</td>
<td>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>Benchmark Code</td>
<td>Description</td>
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<tr>
<td>SS.912.A.3.11</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
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<tr>
<td>SS.912.A.3.12</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td>SS.912.A.3.13</td>
<td>Analyze the major factors that drove United States imperialism.</td>
</tr>
<tr>
<td>SS.912.A.4.1</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
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<tr>
<td>SS.912.A.4.2</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
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<tr>
<td>SS.912.A.4.3</td>
<td>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>SS.912.A.4.4</td>
<td>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</td>
</tr>
</tbody>
</table>
Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

**SS.912.A.4.6:**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

**SS.912.A.4.7:**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

**SS.912.A.4.8:**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

**SS.912.A.4.9:**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

**SS.912.A.4.10:**

**Clarifications:**

Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and peoples in Florida history as they relate to United States history.

**SS.912.A.4.11:**

**Clarifications:**

Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Discuss the economic outcomes of demobilization.

**SS.912.A.5.1:**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

**SS.912.A.5.2:**

**Clarifications:**

Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the impact of United States foreign economic policy during the 1920s.

**SS.912.A.5.3:**

**Clarifications:**

Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

**SS.912.A.5.4:**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Describe efforts by the United States and other world powers to avoid future wars.

**SS.912.A.5.5:**

**Clarifications:**

Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the
SS.912.A.5.5: Nobel Prize.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

Clarifications:
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.

Clarifications:
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.CG.1.2: Explain the influence of Enlightenment ideas on the Declaration of Independence.

- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.
- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.
- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.

SS.912.CG.1.3: Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

- Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.
- Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.

SS.912.CG.1.4: Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.
- Students will evaluate how the documents are connected to one another.
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

SS.912.CG.1.5: Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and
SS.912.CG.1.5:
- Students will explain how the structure and function of the U.S. government reflect these political principles.
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

SS.912.CG.3.3:
- Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

SS.912.CG.3.4:
- Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judiciary and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

SS.912.CG.3.5:
- Describe how independent regulatory agencies interact with the three branches of government and with citizens.
- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

SS.912.CG.3.7:
- Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

SS.912.CG.3.12:
- Analyze the concept of federalism in the United States and its role in establishing the relationships between the state and national governments.
- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

SS.912.G.1.1:
- Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:
- Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:
- Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4:
- Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:
- Clarifications:
  - Examples are thematic, contour, and dot-density.

SS.912.G.2.2:
- Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:
- Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:
- Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:
- Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:
- Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7:
- Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:
- Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.4:
- Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.3.1:
- Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2:
- Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.W.1.1:
- Use timelines to establish cause and effect relationships of historical events.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</table>
| SS.912.W.1.2 | Compare time measurement systems used by different cultures.  
**Clarifications:**  
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |
| SS.912.W.1.3 | Interpret and evaluate primary and secondary sources.  
**Clarifications:**  
Examples are artifacts, images, auditory and written sources. |
| SS.912.W.1.4 | Explain how historians use historical inquiry and other sciences to understand the past.  
**Clarifications:**  
Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |
| SS.912.W.1.5 | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).  
**Clarifications:**  
Evaluate the role of history in shaping identity and character.  
Examples are ethnic, cultural, personal, national, religious. |
| SS.912.W.4.11 | Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.  
Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.1.1 | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.2.1 | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  
**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.3.1 | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  
**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. |
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.6.1:**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SL.1:**

**Course Length:**
English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**GENERAL NOTES**

**Visions and Their Pursuits: An American Tradition-U.S. History to 1920:** The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2100380

**Course Level:**
- **Course Path:** Grades PreK to 12 Education
- **Courses:** Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Levels:** 9,10,11,12

**Course Length:** Year (Y)

**Abbreviated Title:** VISIONS & PURSUITS
<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
<tr>
<td><strong>History (Grades 6-12)</strong></td>
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<tr>
<td><strong>Social Science (Grades 6-12)</strong></td>
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</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:**  
Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5: | Identify causes for Post-World War II prosperity and its effects on American society. |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7: | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.  
**Clarifications:**  
Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. |
| SS.912.A.2.5: | Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.6.11: | Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.  
**Clarifications:**  
Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, PingPong Diplomacy, opening of China. |
**Clarifications:**  
Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.6.14: | Examine key events and peoples in Florida history as they relate to United States history.  
**Clarifications:**  
Examples may include, but are not limited to, Mosquito Reet, “Double V Campaign”, construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.6.15: | Identify causes for Post-World War II prosperity and its effects on American society.  
**Clarifications:**  
Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.A.7.2:
Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the changing status of women in the United States from post-World War II to present.

SS.912.A.7.3:

**Clarifications:**
Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate the success of 1960s era presidents' foreign and domestic policies.

SS.912.A.7.4:

**Clarifications:**
Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

SS.912.A.7.9:

**Clarifications:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and 55-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the significance of Vietnam and Watergate on the government and people of the United States.

SS.912.A.7.10:

**Clarifications:**
Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.11:

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnian-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.12:

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

SS.912.A.7.14:

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine changes in immigration policy and attitudes toward immigration since 1950.

SS.912.A.7.16:

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and key people in Florida history as they relate to United States history.

SS.912.A.7.17:

**Clarifications:**
Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.C.2.4:
Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.4.1: Explain how the world’s nations are governed differently.
SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3: Assess human rights policies of the United States and other countries.
SS.912.C.4.4: Compare indicators of democratization in multiple countries.
SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.1.4: Clarifications: Examples are thematic, contour, and dot-density.
Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1: Clarifications: Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.G.5.3: Analyze case studies of the effects of human use of technology on the environment of places.
SS.912.G.6.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.1: Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
Relate works in the arts to various cultures.

SS.912.H.1.3: Clarifications: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.
Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.1.5: Clarifications: Examples are Victor Hugo’s Les Miserables, Langston Hughes’ poetry, Pete Seeger’s Bring ‘Em Home.
Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.3.1: Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.
Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.4: Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.1: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.2: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text; including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.
LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1: a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.2: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
**LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the development, organization, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content:
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-specific form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.910.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.910.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MAPS.912.S-ID.2.3:** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

**MAPS.912.S-ID.2.4:** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

**MAPS.912.S-ID.2.5:** Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

**MAPS.912.S-ID.2.6:** Evaluate reports based on data. ★

**MAPS.912.S-ID.1.1:** Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

**CLARIFICATIONS:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAPS.912.S-ID.1.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**CLARIFICATIONS:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAPS.912.S-ID.1.3:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**CLARIFICATIONS:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAPS.912.S-ID.1.4:** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course:** Supporting

**MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.**
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the
MAFS.K12.MP.1.1: original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. 

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

GENERAL NOTES

The History of Vietnam - The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war during, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled...
Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
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**GENERAL INFORMATION**

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<th>Course Number:</th>
<th>2100400</th>
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<tr>
<td>Course Path: Section:</td>
<td>Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: American and Western Hemispheric Histories &gt;</td>
</tr>
<tr>
<td>Abbreviated Title:</td>
<td>HIST OF VIETNAM WAR</td>
</tr>
<tr>
<td>Course Length:</td>
<td>Semester (S)</td>
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<td>Course Level:</td>
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**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12
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Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Clarifications:**
- Billy Graham and Bishop Fulton J. Sheen
- Conformity of the 1950s and the protest in the 1960s.
- Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.
- G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.
Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**SS.912.A.7.2:**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate the success of 1960s era presidents' foreign and domestic policies.

**SS.912.A.7.4:**

**Clarifications:**
Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**SS.912.A.7.12:**

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**SS.912.A.7.14:**

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

Examine changes in immigration policy and attitudes toward immigration since 1950.

**SS.912.A.7.16:**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and key people in Florida history as they relate to United States history.

**SS.912.A.7.17:**

**Clarifications:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

**SS.912.C.2.4:**

**SS.912.C.4.1:**

Explain how the world's nations are governed differently.
Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

Assess human rights policies of the United States and other countries.

Compare indicators of democratization in multiple countries.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Use political maps to describe the change in boundaries and governments within continents over time.

Analyze case studies of the effects of human use of technology on the environment of places.

Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
### MA.K12.MTR.3.1: Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

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**General Course Information and Notes**

**GENERAL NOTES**

**The History of Vietnam** - The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2100400

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >

Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Abbreviated Title: HIST OF VIETNAM WAR
Course Length: Semester (S)
Course Level: 2

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.5: | Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7: | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.2.5: | Analyze causes, course, and consequences of the Vietnam War.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.6.11: | Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
**Clarifications:** Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
**Clarifications:** Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.6.15: | Examine key events and peoples in Florida history as they relate to United States history.  
**Clarifications:** Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.1: | Identify causes for Post-World War II prosperity and its effects on American society.  
**Clarifications:** Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
### SS.912.A.7.2:

**Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.3:

**Examine the changing status of women in the United States from post-World War II to present.**

**Clarifications:**
Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.4:

**Evaluate the success of 1960s era presidents' foreign and domestic policies.**

**Clarifications:**
Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.9:

**Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.**

**Clarifications:**
Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances. Examples may include, but are not limited to, mistrust of government and reinforcement of freedom of the press.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.10:

**Analyze the significance of Vietnam and Watergate on the government and people of the United States.**

**Clarifications:**
Examples may include, but are not limited to, Vietnam, Watergate, Nixon, Johnson, LBJ, personality cult,backlash to civil rights movement, McCarthyism, Alger Hiss, J. Edgar Hoover, FBI.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.11:

**Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.**

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.12:

**Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.**

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.14:

**Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).**

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.16:

**Examine changes in immigration policy and attitudes toward immigration since 1950.**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.17:

**Examine key events and key people in Florida history as they relate to United States history.**

**Clarifications:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.19:

**Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.**

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.CG.4.1: Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

SS.912.CG.4.2: Explain how the United States uses foreign policy to influence other nations.
- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

SS.912.CG.4.3: Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

SS.912.CG.4.4: Identify indicators of democratization in foreign countries.
- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
- Examples are thematic, contour, and dot-density.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1: Identify indicators of democratization in foreign countries.
- Examples of physical characteristics are climate, terrain, resources.
- Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.2.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.2.4: Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.G.3.3: Analyze case studies of the effects of human use of technology on the environment of places.

SS.912.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.

Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.1: Relate works in the arts to various cultures.
- Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

SS.912.H.1.2: Examine artistic response to social issues and new ideas in various cultures.
- Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

SS.912.H.1.3: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.H.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.H.2.1: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1: Teachers who encourage students to participate actively in effortful learning both individually and with others:
Cultivate a community of growth mindset learners.
Foster perseverance in students by choosing tasks that are challenging.
Develop students' ability to analyze and problem solve.
Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.3:

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1:

General Course Information and Notes

GENERAL NOTES

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The History of Vietnam - The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE's and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2100400
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >
Abbreviated Title: HIST OF VIETNAM WAR
Course Length: Semester (S)
Course Level: 2
Grade Level(s): 9, 10, 11, 12

Educator Certifications
History (Grades 6-12)
Social Science (Grades 6-12)
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.6.3:</td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 4-42. Additional resources may be found on the FLD OE Code of Conduct (EOC) Assessments webpage and the FLD OE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.7:</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 4-42. Additional resources may be found on the FLD OE End-of-Course (EOC) Assessments webpage and the FLD OE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td>SS.912.A.7.11:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLD OE End-of-Course (EOC) Assessments webpage and the FLD OE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influence of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<tr>
<td>SS.912.G.4.7:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<tr>
<td>SS.912.P.10.3:</td>
<td>Discuss the relationship between culture and conceptions of self and identity.</td>
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<tr>
<td>SS.912.P.10.4:</td>
<td>Discuss psychological reasoning examining race and ethnicity.</td>
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<tr>
<td>SS.912.P.10.6:</td>
<td>Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.</td>
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<tr>
<td>SS.912.S.1.6:</td>
<td>Distinguish fact from opinion in data sources to analyze various points of view about a social issue.</td>
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<tr>
<td>SS.912.S.2.10:</td>
<td>Identify both rights and responsibilities the individual has to the group.</td>
</tr>
<tr>
<td>SS.912.S.5.7.5:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Additional resources may be found on the FLD OE Code of Conduct (EOC) Assessments webpage and the FLD OE Social Studies webpage.</td>
</tr>
</tbody>
</table>
SS.912.S.8.7: Clarifications:
Examples may include, but are not limited to, news media and advertisements.

SS.912.W.1.2:
Compare conflicting interpretations or schools of thought about world events.

SS.912.W.1.3:
Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.5:
Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:
Evaluate the role of history in shaping identity and character.

SS.912.W.3.2:
Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.6.4:
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.7.3:
Summarize significant effects of World War I.

SS.912.W.7.4:
Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

SS.912.W.7.5:
Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6:
Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.7:
Trace the causes and key events related to World War II.

SS.912.W.7.8:
Describe the effects of World War II.

SS.912.W.7.9:
Describe the effects of World War II.

SS.912.W.7.11:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

SS.912.W.8.6:
Describe the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.9.3:
Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.4:
Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.9.5:
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

LAFS.910.RH.1.1:
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3:
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4:
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5:
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6:
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7:
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8:
Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9:
Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10:
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence.
from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2:
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3:
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4:
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.SL.2.5:
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/events, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.1.1:
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4:
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6:
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7:
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8:
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9:
Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.4.10:
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAPS.912.S-IC.2.3:
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

MAPS.912.S-IC.2.4:
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

MAPS.912.S-IC.2.5:
Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

MAPS.912.S-IC.2.6:
Evaluate reports based on data.

MAPS.912.S-ID.1.1:
Represent data with plots on the real number line (dot plots, histograms, and box plots).

MAPS.912.S-ID.1.2:
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

MAPS.912.S-ID.1.3:
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
### MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

#### Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### MAFS.K12.S-ID.1.4: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### MAFS.K12.S-ID.1.4: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### MAFS.K12.S-ID.1.4: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence of the quantities they are analyzing. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### General Course Information and Notes

**GENERAL NOTES**

This grades 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism and stereotyping.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level work will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematical Benchmark Guidance:** Social studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts and graphs.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, more complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

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**GENERAL INFORMATION**

- **Course Number:** 2100405
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
- **Abbreviated Title:** HOLOCAUST HONORS
- **Number of Credits:** Half credit (.5)
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Course Level:** 3
- **Course Length:** Semester (S)
- **Course Attributes:** Honors
- **Grade Level(s):** 9,10,11,12,30,31

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**Educator Certifications**

- Social Science (Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 6-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.6.3:</td>
<td>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.7:</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
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<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
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<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
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<td><strong>Clarifications:</strong></td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
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<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
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<tr>
<td>SS.912.G.2.4:</td>
<td>Use geographic terms and tools to analyze migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.2.5:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.P.10.3</td>
<td>Discuss the relationship between culture and conceptions of self and identity.</td>
</tr>
<tr>
<td>SS.912.P.10.4</td>
<td>Discuss psychological research examining race and ethnicity.</td>
</tr>
<tr>
<td>SS.912.P.10.6</td>
<td>Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.</td>
</tr>
<tr>
<td>SS.912.S.5.6</td>
<td>Distinguish fact from opinion in data sources to analyze various points of view about a social issue.</td>
</tr>
<tr>
<td>SS.912.S.5.2.10</td>
<td>Identify both rights and responsibilities the individual has to the group.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examine how individual and group responses are often associated with social problems.</td>
</tr>
<tr>
<td>SS.912.S.5.7.5</td>
<td>Examples may include, but are not limited to, “But everyone else is doing it” and “If I ignore it, it will go away.”</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, “But everyone else is doing it” and “If I ignore it, it will go away.”</td>
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</tbody>
</table>
Clarifications:
Examples may include, but are not limited to, news media and advertisements.

Assess the social and economic impact of pandemics on a global scale.

Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Interpret and evaluate primary and secondary sources.

Clarifications:
Examples are artifacts, images, auditory and written sources.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Clarifications:
Examples are Mende Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Summarize significant effects of World War I.

Clarifications:
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

Clarifications:
Examples are Churchill, Roosevelt, Stalin.

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Describe the effects of World War II.

Clarifications:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Clarifications:
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Explain the causes, events, and effects of the Holocaust (1933-1945).

Clarifications:
Examples are prejudice, racism, stereotyping, economic competition.

Describe the effects of World War II.

Clarifications:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

Clarifications:
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

Clarifications:
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

Clarifications:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Explain how historians use historical inquiry and other sciences to understand the past.

Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Evaluate the role of history in shaping identity and character.

Clarifications:
Examples are ethnic, cultural, personal, national, religious.

Identify the wartime strategy and post-war plans of the Allied leaders.

Clarifications:
Examples are Churchill, Roosevelt, Stalin.

Investigate the human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Clarifications:
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Describe the effects of World War II.

Clarifications:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Explain cultural, historical, and economic factors and governmental responses to them.

Clarifications:
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Describe the historical, cultural, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

Clarifications:
Examples are prejudice, racism, stereotyping, economic competition.

Describe the effects of World War II.

Clarifications:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

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Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

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Identify the wartime strategy and post-war plans of the Allied leaders.

Clarifications:
Examples are Churchill, Roosevelt, Stalin.

Recognize students' effort when solving challenging problems.

Clarifications:
Examples are artifacts, images, auditory and written sources.

Cultivate a community of growth mindset learners.

Clarifications:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Foster perseverance in students by choosing tasks that are challenging.

Mathematicians who participate in effortful learning both individually and with others:

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Examples are prejudice, racism, stereotyping, economic competition.

Develop students' ability to analyze and problem solve.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

Mathematicians who participate in effortful learning both individually and with others:

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Examples are artifacts, images, auditory and written sources.

Recognize students' effort when solving challenging problems.

Clarifications:
Examples are artifacts, images, auditory and written sources.

Help and support each other when attempting a new method or approach.

Build perseverance by modifying methods as needed while solving a challenging task.

Interpret and evaluate primary and secondary sources.

Mathematicians who participate in effortful learning both individually and with others:

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Examples are artifacts, images, auditory and written sources.

Foster perseverance in students by choosing tasks that are challenging.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
MA.K12.MTR.2.1:
Progress from modeling problems with objects and drawings to using algorithms and equations.
Express connections between concepts and representations.
Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
Use models and methods to understand, represent and solve problems.
Perform investigations to gather data or determine if a method is appropriate.
Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. “ The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts

General Course Information and Notes

GENERAL NOTES

This grades 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism and stereotyping.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, more complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

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<td>Course Attributes:</td>
<td>Semester (S)</td>
</tr>
<tr>
<td>Course Level:</td>
<td>3</td>
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**Educator Certifications**

<table>
<thead>
<tr>
<th>Social Science (Grades 5-9)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<td>Name</td>
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<tr>
<td>SS.912.CG.2.13:</td>
</tr>
<tr>
<td>Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</td>
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<tr>
<td>Students will describe how the methods used by political officials to communicate with the public has changed over time.</td>
</tr>
<tr>
<td>Students will discuss the strengths and weaknesses of different methods of political communication.</td>
</tr>
<tr>
<td>SS.912.CG.4.3:</td>
</tr>
<tr>
<td>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</td>
</tr>
<tr>
<td>SS.912.HE.2.1:</td>
</tr>
<tr>
<td>Students will explain why the Holocaust is history's most extreme example of antisemitism.</td>
</tr>
<tr>
<td>SS.912.HE.1.2:</td>
</tr>
<tr>
<td>Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).</td>
</tr>
<tr>
<td>Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.</td>
</tr>
<tr>
<td>Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.</td>
</tr>
<tr>
<td>SS.912.HE.1.3:</td>
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<tr>
<td>Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.</td>
</tr>
<tr>
<td>Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).</td>
</tr>
<tr>
<td>Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.</td>
</tr>
<tr>
<td>SS.912.HE.1.4:</td>
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<tr>
<td>Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.</td>
</tr>
<tr>
<td>Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.</td>
</tr>
<tr>
<td>Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.</td>
</tr>
<tr>
<td>SS.912.HE.1.5:</td>
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<tr>
<td>Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).</td>
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<tr>
<td>Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the &quot;Master Race.&quot;</td>
</tr>
<tr>
<td>SS.912.HE.1.6:</td>
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<tr>
<td>Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).</td>
</tr>
<tr>
<td>Students will examine how the Nazis used the public education system to indoctrinate youth and children.</td>
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<tr>
<td>Students will explain how Nazi ideology supplanted prior beliefs.</td>
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<tr>
<td>SS.912.HE.1.7:</td>
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<tr>
<td>Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.</td>
</tr>
<tr>
<td>Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.</td>
</tr>
<tr>
<td>Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the &quot;superiority&quot; of the Aryan race.</td>
</tr>
<tr>
<td>Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.</td>
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<tr>
<td>SS.912.HE.2.1:</td>
</tr>
<tr>
<td>Students will analyze the Nuremberg Laws and describe their effects.</td>
</tr>
<tr>
<td>Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.</td>
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<tr>
<td>SS.912.HE.2.2:</td>
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<tr>
<td>Students will understand the reasons for Herschel Grynszpan's actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.</td>
</tr>
<tr>
<td>Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.</td>
</tr>
<tr>
<td>Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).</td>
</tr>
<tr>
<td>Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).</td>
</tr>
</tbody>
</table>
### SS.912.HE.2.3:
Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.
- Students will define the term Lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.
- Students will analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.

### SS.912.HE.2.4:
Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.
- Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).
- Students will explain how the Kindertransport saved the lives of Jewish children.

### SS.912.HE.2.5:
Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.
- Students will explain the effects of Nazi "racial hygiene" policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah's Witnesses), political opposition, the physically and mentally disabled and homosexuals.

### SS.912.HE.2.6:
Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.
- Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.
- Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).

### SS.912.HE.2.7:
Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.
- Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).

### SS.912.HE.2.8:
Analyze how corporate complicity aided Nazi goals.
- Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).

### SS.912.HE.2.9:
Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.
- Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.
- Students will discuss the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.
- Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.

### SS.912.HE.2.10:
Discuss life in the various ghettos.
- Students will explain the origins and purpose of the Judenrat.
- Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.
- Students will discuss the difference between open ghettoes and closed ghettos and how that impacted life within those ghettos.
- Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.
- Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.
- Students will explain what ghettos were in context of World War II and Nazi ideology.

### SS.912.HE.2.11:
Define "partisan" and explain the role partisans played in World War II.
- Students will identify countries that had partisan groups who fought the Nazis.
- Students will explain the warfare tactics utilized by the resistance movements against the Nazis.
- Students will recognize that not all resistance movements accepted Jews.

### SS.912.HE.2.12:
Examine the origins, purpose and conditions associated with various types of camps.
- Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.
- Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.
- Students will describe various attempts at escape and forms of resistance within the camps.
- Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.
- Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film "Terezin: A Documentary Film of Jewish Resettlement."
- Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.
- Students will explain why the 6 death camps were only in Nazi-occupied Poland.
- Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.

### SS.912.HE.2.13:
Explain the purpose of the death marches.
- Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.

### SS.912.HE.2.14:
Describe the experience of Holocaust survivors following World War II.
- Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.
- Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).
- Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).

### SS.912.HE.2.15:
Describe the experience of Holocaust survivors following World War II.
- Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.
- Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).
- Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).
- Students will describe the psychological and physical struggles of Holocaust survivors.
- Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.

### SS.912.HE.3.1:

- Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.
- Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.
- Students will compare arguments between the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).
- Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II.

### SS.912.HE.3.2:

- Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.
- Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.

### SS.912.HE.3.3:

- Explain the effects of Holocaust denial on contemporary society.
- Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.

### SS.912.HE.3.4:

- Explain why it is important for current and future generations to learn from the Holocaust.
- Students will explain the significance of learning from Holocaust-era primary sources created by Jews who perished and those who survived.
- Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).
- Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.
- Students will explain the significance of "Never Again."

### SS.912.HE.3.5:

- Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.
- Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).
- Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).

### SS.912.W.1.3:

- Interpret and evaluate primary and secondary sources.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

### SS.912.W.8.6:

- Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.1.1:

- Demonstrate understanding by representing problems in multiple ways.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.2.1:

- Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.
English language learners communicate for social and instructional purposes within the school setting.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Make inferences to support comprehension.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Use the accepted rules governing a specific format to create quality work.

Use appropriate voice and tone when speaking or writing.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler’s rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, more complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

Course Number: 2100405
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
Abbreviated Title: HOLOCAUST ED HONORS
Number of Credits: Half credit (.5)
Course Length: Semester (S)
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Course Attributes:
- Honors
Course Level: 3

Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of physical characteristics are climate, terrain, resources.</td>
</tr>
<tr>
<td></td>
<td>Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
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<tr>
<td>Clarifications:</td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
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<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<td>SS.912.G.4.4:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
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<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
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<tr>
<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
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<tr>
<td>SS.912.W.1.6:</td>
<td>Formative: Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.2.1:</td>
<td>Formative: Locate the extent of Byzantine territory at the height of the empire.</td>
</tr>
<tr>
<td>SS.912.W.2.2:</td>
<td>Formative: Describe the impact of Constantine the Great's establishment of &quot;New Rome&quot; (Constantinople) and his recognition of Christianity as a legal religion.</td>
</tr>
<tr>
<td>SS.912.W.2.3:</td>
<td>Formative: Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</td>
</tr>
<tr>
<td>SS.912.W.2.4:</td>
<td>Formative: Identify key figures associated with the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.5:</td>
<td>Formative: Explain the contributions of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.6:</td>
<td>Formative: Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</td>
</tr>
<tr>
<td>SS.912.W.2.7:</td>
<td>Formative: Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.8:</td>
<td>Formative: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.</td>
</tr>
<tr>
<td>SS.912.W.2.9:</td>
<td>Formative: Analyze the impact of the collapse of the Western Roman Empire on Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.10:</td>
<td>Formative: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
</tr>
<tr>
<td>SS.912.W.2.11:</td>
<td>Formative: Describe the rise and achievements of significant rulers in medieval Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.12:</td>
<td>Formative: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
</tr>
<tr>
<td>SS.912.W.2.15:</td>
<td>Formative: Determine the factors that contributed to the growth of a modern economy.</td>
</tr>
<tr>
<td>SS.912.W.2.17:</td>
<td>Formative: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.18:</td>
<td>Formative: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td>SS.912.W.2.19:</td>
<td>Formative: Describe the impact of Japan's physiography on its economic and political development.</td>
</tr>
<tr>
<td>SS.912.W.2.20:</td>
<td>Formative: Summarize the major cultural, economic, political, and religious developments in medieval Japan.</td>
</tr>
<tr>
<td>SS.912.W.2.21:</td>
<td>Formative: Compare Japanese feudalism with Western European feudalism during the Middle Ages.</td>
</tr>
<tr>
<td>SS.912.W.3.1:</td>
<td>Formative: Discuss significant people and beliefs associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2:</td>
<td>Formative: Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.4:</td>
<td>Formative: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</td>
</tr>
<tr>
<td>SS.912.W.3.5:</td>
<td>Formative: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</td>
</tr>
<tr>
<td>SS.912.W.3.7:</td>
<td>Formative: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</td>
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<tr>
<td>SS.912.W.3.8:</td>
<td>Formative: Examples are Crusades, Reconquista.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.W.3.8</td>
<td>Identify important figures associated with the Crusades.</td>
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<tr>
<td>SS.912.W.3.9</td>
<td>Trace the growth of major sub-Saharan African kingdoms and empires.</td>
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<tr>
<td>SS.912.W.3.10</td>
<td>Identify key economic, political, and social characteristics of Ghana.</td>
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<tr>
<td>SS.912.W.3.11</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Mali.</td>
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<tr>
<td>SS.912.W.3.12</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</td>
</tr>
<tr>
<td>SS.912.W.3.13</td>
<td>Compare economic, political, and social developments in East, West, and South Africa.</td>
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<tr>
<td>SS.912.W.3.14</td>
<td>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</td>
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<tr>
<td>SS.912.W.3.15</td>
<td>Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.</td>
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<tr>
<td>SS.912.W.3.16</td>
<td>Locate major civilizations of Mesoamerica and Andean South America.</td>
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<tr>
<td>SS.912.W.3.17</td>
<td>Describe the roles of people in the Maya, Inca, and Aztec societies.</td>
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<tr>
<td>SS.912.W.3.18</td>
<td>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</td>
</tr>
<tr>
<td>SS.912.W.3.19</td>
<td>Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</td>
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<tr>
<td>SS.912.W.4.1</td>
<td>Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</td>
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<tr>
<td>SS.912.W.4.2</td>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
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<tr>
<td>SS.912.W.4.3</td>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
</tr>
<tr>
<td>SS.912.W.4.4</td>
<td>Identify characteristics of Renaissance humanism in works of art.</td>
</tr>
<tr>
<td>SS.912.W.4.5</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.6</td>
<td>Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</td>
</tr>
<tr>
<td>SS.912.W.4.7</td>
<td>Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.</td>
</tr>
<tr>
<td>SS.912.W.4.8</td>
<td>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</td>
</tr>
<tr>
<td>SS.912.W.4.9</td>
<td>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
</tr>
<tr>
<td>SS.912.W.4.10</td>
<td>Identify the major contributions of individuals associated with the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.11</td>
<td>Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.</td>
</tr>
</tbody>
</table>

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a context-appropriate manner and in a manner that anticipates the audience's knowledge of the topic.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Clarifications:

In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course: Supporting**

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Clarifications:**
Seating enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Educator Certifications

- History (Grades 6-12)
- Social Science (Grades 6-12)

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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</tbody>
</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:**  
Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5: | Utilize timelines to identify the time sequence of historical data.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf](http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf) |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.G.1.1: | Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. |
| SS.912.G.1.2: | Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.3: | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4: | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  
**Clarifications:**  
Examples are thematic, contour, and dot-density.  
Identify the physical characteristics and the human characteristics that define and differentiate regions. |
| SS.912.G.2.1: | Identify the physical characteristics and the human characteristics that define and differentiate regions.  
**Clarifications:**  
Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography. |
| SS.912.G.2.2: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |
| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  
**Clarifications:**  
Examples are desertification, global warming, cataclysmic natural disasters. |
| SS.912.G.4.1: | Interpret population growth and other demographic data for any given place. |
| SS.912.G.4.2: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.3: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.4.4: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.G.4.5: | Use political maps to describe the change in boundaries and governments within continents over time.  
**Clarifications:**  
Explain philosophical beliefs as they relate to works in the arts. |
| SS.912.H.1.4: | Use timelines to establish cause and effect relationships of historical events.  
**Clarifications:**  
Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.3.1: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.H.3.2: | Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. |
| SS.912.W.1.1: | Compare time measurement systems used by different cultures.  
**Clarifications:**  
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |
| SS.912.W.1.2: | Interpret and evaluate primary and secondary sources.  
**Clarifications:**  
Examples are artifacts, images, auditory and written sources. |
| SS.912.W.1.3: | Explain how historians use historical inquiry and other sciences to understand the past.  
**Clarifications:**  
Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
SS.912.W.2.1: Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2: Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3: Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4: Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5: Explain the contributions of the Byzantine Empire.
SS.912.W.2.6: Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7: Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
SS.912.W.2.9: Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11: Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.15: Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.17: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6: Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.
SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8: Examples are Crusades, Reconquista.
Identify important figures associated with the Crusades.

**Clarifications:**
Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

Trace the growth of major sub-Saharan African kingdoms and empires.

**Clarifications:**
Examples are Ghana, Mali, Songhai.

Identify key significant economic, political, and social characteristics of Ghana.

**Clarifications:**
Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.

Identify key figures and significant economic, political, and social characteristics associated with Mali.

**Clarifications:**
Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.

Identify key figures and significant economic, political, and social characteristics associated with Songhai.

**Clarifications:**
Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.

Compare economic, political, and social developments in East, West, and South Africa.

**Clarifications:**
Examples are disruption of trade, internal political struggles, Islamic invasions.

Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

**Clarifications:**
Examples are influence of classics, School of Athens, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

Locate major civilizations of Mesoamerica and Andean South America.

**Clarifications:**
Examples are Maya, Aztec, Inca.

Describe the roles of people in the Maya, Inca, and Aztec societies.

**Clarifications:**
Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

**Clarifications:**
Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

**Clarifications:**
Examples are disruption of trade, internal political struggles, Islamic invasions.

Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

**Clarifications:**
Examples are influence of classics, School of Athens. Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Locate major civilizations of Mesoamerica and Andean South America.

**Clarifications:**
Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.

Identify characteristics of Renaissance humanism in works of art.

**Clarifications:**
Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

**Clarifications:**
Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

Identify the major contributions of individuals associated with the Scientific Revolution.

**Clarifications:**
Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

**Clarifications:**
Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.

Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

**Clarifications:**
Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

Identify the major contributions of individuals associated with the Scientific Revolution.

**Clarifications:**
Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
Develop students' ability to analyze and problem solve.

Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
### MA.K12.MTR.7.1:

**Clariﬁcations:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:

**Clariﬁcations:**
- K-1: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3: Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5: Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8: Students continue with previous skills and use a style guide to create a proper citation.
- 9-12: Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:

**Clariﬁcations:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:

**Clariﬁcations:**
- Students make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:

**Clariﬁcations:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:

**Clariﬁcations:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.6.1:

**Clariﬁcations:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### ELD.K12.ELL.5.S.1:

**Clariﬁcations:**
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### HE.912.C.2.4:

**Clariﬁcations:**
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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### General Course Information and Notes

**GENERAL NOTES**

**Eastern and Western Heritage** - The grade 9-12 Eastern and Western Heritage course consists of the following content area strands: World History, United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world’s earliest civilizations to the ancient and classical civilizations.
of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices - Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2100460
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: EAST/WEST HERI HON
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
<td></td>
</tr>
<tr>
<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
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<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.3</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.4</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
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<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
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<tr>
<td>Benchmark</td>
<td>Clarifications</td>
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<tr>
<td>SS.912.A.2.6</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLODE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.7</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.A.3.11</td>
<td>Examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
<tr>
<td>SS.912.A.3.2</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td>SS.912.A.3.3</td>
<td>Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.</td>
</tr>
<tr>
<td>SS.912.A.3.4</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).</td>
</tr>
<tr>
<td>SS.912.A.3.5</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.6</td>
<td>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</td>
</tr>
<tr>
<td>SS.912.A.3.7</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
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<td>SS.912.A.3.8</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
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<td>SS.912.A.3.9</td>
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<td>SS.912.A.3.11:</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
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<tr>
<td>SS.912.A.3.12:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
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<tr>
<td>SS.912.A.3.13:</td>
<td>Analyze the major factors that drove United States imperialism.</td>
</tr>
<tr>
<td>SS.912.A.3.14:</td>
<td>Explain the motives of the United States acquisition of the territories.</td>
</tr>
<tr>
<td>SS.912.A.4.2:</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
</tr>
<tr>
<td>SS.912.A.4.3:</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.</td>
</tr>
<tr>
<td>SS.912.A.4.4:</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Description</td>
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<tr>
<td>SS.912.A.4.6:</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</td>
</tr>
<tr>
<td>SS.912.A.4.7:</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objects) had while serving in Europe.</td>
</tr>
<tr>
<td>SS.912.A.4.9:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissidents in the United States.</td>
</tr>
<tr>
<td>SS.912.A.4.10:</td>
<td>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</td>
</tr>
<tr>
<td>SS.912.A.4.11:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td>SS.912.A.5.1:</td>
<td>Discuss the economic outcomes of demobilization.</td>
</tr>
<tr>
<td>SS.912.A.5.2:</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
</tr>
<tr>
<td>SS.912.A.5.3:</td>
<td>Examine the impact of United States foreign economic policy during the 1920s.</td>
</tr>
<tr>
<td>SS.912.A.5.4:</td>
<td>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</td>
</tr>
<tr>
<td>SS.912.A.4.6:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.5.1:</td>
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<td>SS.912.A.5.2:</td>
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<td>SS.912.A.5.3:</td>
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</tr>
</tbody>
</table>
SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**Clarifications:**
- Examples are thematic, contour, and dot-density.
- Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**Clarifications:**
- Examples of physical characteristics are climate, terrain, resources.
- Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

**Clarifications:**
- Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

SS.10.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

**Clarifications:**
- Examples are classical architecture, protest music, Native American dance, Japanese Noh.

SS.10.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.10.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.10.W.1.1: Use timelines to establish cause and effect relationships of historical events.

**Clarifications:**
- Compare time measurement systems used by different cultures.

SS.10.W.1.2: Interpret and evaluate primary and secondary sources.

**Clarifications:**
- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.10.W.1.3: Explain how historians use historical inquiry and other sciences to understand the past.

**Clarifications:**
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.10.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**Clarifications:**
- Evaluate the role of history in shaping identity and character.

SS.10.W.1.6: Evaluate the role of history in shaping identity and character.

**Clarifications:**
- Examples are ethnic, cultural, personal, national, religious.

SS.10.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Clarifications:**
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
**LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons, and evidence.

b. Develop claim(s) and counterclaim(s) fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

**LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.910.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.910.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MAFS.912.S-ID.2.3:** Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.2.4:** Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.2.5:** Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.2.6:** Evaluate reports based on data. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.1:** Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

**Clariﬁcations:** In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clariﬁcations:** In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.3:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clariﬁcations:** In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.4:** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.2.1:** Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### General Course Information and Notes

**GENERAL NOTES**

**Visions and Their Pursuits: An American Tradition-U.S. History to 1920.** The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**: Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer,
complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

- **Course Number:** 2100470
- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories
- **Abbreviated Title:** VISIONS/PURSUITS HON
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Course Level:** 3
- **Course Length:** Year (Y)
- **Course Attributes:**
  - Honors
- **Grade Level(s):** 9,10,11,12

**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 6-12)
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.1.8:</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td>SS.912.A.1.9:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.1.10:</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td>SS.912.A.1.11:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.1.12:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
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<td>SS.912.A.1.13:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
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<tr>
<td>SS.912.A.2.7:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLODE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.8:</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.4:</td>
<td>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</td>
</tr>
<tr>
<td>SS.912.A.3.5:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td>SS.912.A.3.6:</td>
<td>Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.</td>
</tr>
<tr>
<td>SS.912.A.3.7:</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</td>
</tr>
<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (classism, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
<tr>
<td>SS.912.A.3.9:</td>
<td>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
</tbody>
</table>
**SS.912.A.3.11:**

Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

**Clarifications:**
Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.12:**

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.13:**

Examine key events and peoples in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.1:**

Analyze the major factors that drove United States imperialism.

**Clarifications:**
Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.2:**

Explain the motives of the United States acquisition of the territories.

**Clarifications:**
Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.3:**

Examine causes, course, and consequences of the Spanish American War.

**Clarifications:**
Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.4:**

Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

**Clarifications:**
Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.5:**

Examine causes, course, and consequences of United States involvement in World War I.

**Clarifications:**
Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.4.6</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.7</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.8</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.9</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.10</td>
<td>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.</td>
<td>Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.11</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
<td>Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.1</td>
<td>Discuss the economic outcomes of demobilization.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.2</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
<td>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.3</td>
<td>Examine the impact of United States foreign economic policy during the 1920s.</td>
<td>Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.4</td>
<td>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
| SS.912.A.5.5 | Describe efforts by the United States and other world powers to avoid future wars. | Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the
Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.


**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Semitic, anti-women, and anti-union ideas.

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine causes, course, and consequences of the Great Depression and the New Deal.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and people in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

Evaluate the, take, and defend positions on the founding ideals and principles in American Constitutional government.

**Clarifications:**
Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Examine the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Examine the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

| Example Federal Agencies | Federal Reserve, Food and Drug Administration, Federal Communications Commission |

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
### SS.912.G.1.3
Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

### SS.912.G.1.4
Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

#### Clarifications:
- Examples are thematic, contour, and dot-density.
- Identify the physical characteristics and the human characteristics that define and differentiate regions.

### SS.912.G.2.1
Examples of physical characteristics are climate, terrain, resources.

### SS.912.G.2.2
Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

### SS.912.G.2.3
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

#### Clarifications:
- Examples are desertification, global warming, cataclysmic natural disasters.

### SS.912.G.4.1
Describe the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

### SS.912.G.4.2
Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

### SS.912.G.4.3
Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

### SS.912.G.4.4
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

### SS.912.G.4.9
Use political maps to describe the change in boundaries and governments within continents over time.

#### Clarifications:
- Examples are classical architecture, protest music, Native American dance, Japanese Noh.

### SS.912.H.1.4
Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

### SS.912.H.3.1
Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

### SS.912.H.3.2
Interpret and evaluate primary and secondary sources.

#### Clarifications:
- Examples are artifacts, images, auditory and written sources.

### SS.912.H.4.1
Explain how historians use historical inquiry and other sciences to understand the past.

#### Clarifications:
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.1
Use timelines to establish cause and effect relationships of historical events.

### SS.912.W.1.2
Compare time measurement systems used by different cultures.

#### Clarifications:
- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

### SS.912.W.1.3
Interpret and evaluate primary and secondary sources.

#### Clarifications:
- Examples are artifacts, images, auditory and written sources.

### SS.912.W.1.4
Explain how historians use historical inquiry and other sciences to understand the past.

#### Clarifications:
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.5
Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

### SS.912.W.1.6
Evaluate the role of history in shaping identity and character.

#### Clarifications:
- Examples are ethnic, cultural, personal, national, religious.

### SS.912.W.4.11
Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

#### Clarifications:
- Mathematicians who participate in effortful learning both individually and with others:
  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

#### MA.K12.MTR.1.1
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

#### Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

#### MA.K12.MTR.2.1
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
• Select efficient and appropriate methods for solving problems within the given context.
• Maintain flexibility and accuracy while performing procedures and mental calculations.
• Complete tasks accurately and with confidence.
• Adapt procedures to apply them to a new context.
• Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, "Does this solution make sense? How do you know?"
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
**Read and comprehend grade-level complex texts proficiently.**

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
**Make inferences to support comprehension.**

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

**Clarifications:**

- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
**Use the accepted rules governing a specific format to create quality work.**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.6.1:
**Use appropriate voice and tone when speaking or writing.**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### ELD.K12.ELL.SI.1:
**English language learners communicate for social and instructional purposes within the school setting.**

### ELD.K12.ELL.SS.1:
**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.**

### HE.912.C.2.4:
**Evaluate how public health policies and government regulations can influence health promotion and disease prevention.**

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

### General Course Information and Notes

#### GENERAL NOTES

**Visions and Their Pursuits: An American Tradition-U.S.History to 1920** - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer,
complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2100470
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: VISIONS/PURSUITS HON
Course Length: Year (Y)
Course Attributes:
- Honors
Course Level: 3

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment.</strong></td>
<td>More information on how this benchmark is evaluated can be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment.</strong></td>
<td>More information on how this benchmark is evaluated can be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.3</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment.</strong></td>
<td>More information on how this benchmark is evaluated can be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.4</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td><strong>This benchmark is annually evaluated on the United States History End-of-Course Assessment.</strong></td>
<td>More information on how this benchmark is evaluated can be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. More information on how this benchmark is evaluated can be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tr>
<tr>
<td>SS.912.A.2.6</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
</tbody>
</table>

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Visions & Their Pursuits: An AmerTrad-U.S. Hist to 1920 Honors (#2100470) 2023 - And Beyond
SS.912.A.2.6: Review the Native American experience.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.2.7: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.2: Review different economic and philosophic ideologies.

**Clarifications:**
Examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.

SS.912.A.3.3: Identify significant inventors of the Industrial Revolution including African Americans and women.

**Clarifications:**
Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.

SS.912.A.3.4: Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.

**Clarifications:**
Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

SS.912.A.3.5: Examine the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).

**Clarifications:**
Examples may include, but are not limited to nativism, integration of immigrants into society when comparing “Old” (before 1890) and “New” immigrants (after 1890), Immigration Act of 1924.

SS.912.A.3.6: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.3.7: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

**Clarifications:**
Examples may include, but are not limited to, unions, Knights of Labor, american Federation of Labor, socialist Party, labor laws.

SS.912.A.3.8: Review different economic and philosophic ideologies.

**Clarifications:**
Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.11:**

**Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.**

**Clarifications:**
Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.12:**

**Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.3.13:**

**Examine key events and peoples in Florida history as they relate to United States history.**

**Clarifications:**
Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.1:**

**Analyze the major factors that drove United States imperialism.**

**Clarifications:**
Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.2:**

**Explain the motives of the United States acquisition of the territories.**

**Clarifications:**
Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.3:**

**Examine causes, course, and consequences of the Spanish American War.**

**Clarifications:**
Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.4:**

**Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.**

**Clarifications:**
Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.4.5:**

**Examine causes, course, and consequences of United States involvement in World War I.**

**Clarifications:**
Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to its), isolationism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found
Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

**SS.912.A.4.6:**
- **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

**SS.912.A.4.7:**
- **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

**SS.912.A.4.8:**
- **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

**SS.912.A.4.9:**
- **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and peoples in Florida history as they relate to United States history.

**SS.912.A.4.10:**
- **Clarifications:** Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

Discuss the economic outcomes of demobilization.

**SS.912.A.4.11:**
- **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

**SS.912.A.5.1:**
- **Clarifications:** Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.

Examine the impact of United States foreign economic policy during the 1920s.

**SS.912.A.5.2:**
- **Clarifications:** Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

**SS.912.A.5.3:**
- **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Describe efforts by the United States and other world powers to avoid future wars.

**SS.912.A.5.4:**
- **Clarifications:** Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the
SS.912.A.5.5:
Nobel Prize.
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.6:
Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.7:
Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.8:

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.9:
Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Semitic, anti-women, and anti-union ideas.

Clarifications:
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.10:
Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.11:
Examine causes, course, and consequences of the Great Depression and the New Deal.

Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.5.12:
Examine key events and people in Florida history as they relate to United States history.

Clarifications:
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.CG.1.2:
Explain the influence of Enlightenment ideas on the Declaration of Independence.

• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.

• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.

• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.

SS.912.CG.1.3:
Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

• Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.

• Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.

SS.912.CG.1.4:
Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.

• Students will evaluate how the documents are connected to one another.

• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.

• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

SS.912.A.5.13:
Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.CG.1.5:</td>
<td>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</td>
</tr>
<tr>
<td>SS.912.CG.3.3:</td>
<td>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</td>
</tr>
<tr>
<td>SS.912.CG.3.4:</td>
<td>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</td>
</tr>
<tr>
<td>SS.912.CG.3.5:</td>
<td>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</td>
</tr>
<tr>
<td>SS.912.CG.3.12:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.4.11:</td>
<td>Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<tr>
<td></td>
<td>• Ask questions that will help with solving the task.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
<tr>
<td></td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td></td>
<td>• Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Complete tasks with mathematical fluency.</td>
</tr>
<tr>
<td></td>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td></td>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>• Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td></td>
<td>• Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td></td>
<td>• Use feedback to improve efficiency when performing calculations.</td>
</tr>
<tr>
<td>MA.K12.MTR.4.1:</td>
<td>Engage in discussions that reflect on the mathematical thinking of self and others.</td>
</tr>
<tr>
<td></td>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td></td>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>• Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td></td>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td></td>
<td>• Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td></td>
<td>• Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

| MA.K12.MTR.1.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others: |
| | • Cultivate a community of growth mindset learners. |
| | • Foster perseverance in students by choosing tasks that are challenging. |
| | • Develop students' ability to analyze and problem solve. |
| | • Recognize students' effort when solving challenging problems. |

| MA.K12.MTR.2.1: | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: |
| | • Help students make connections between concepts and representations. |
| | • Provide opportunities for students to use manipulatives when investigating concepts. |
| | • Guide students from concrete to pictorial to abstract representations as understanding progresses. |
| | • Show students that various representations can have different purposes and can be useful in different situations. |

| MA.K12.MTR.3.1: | Teachers who encourage students to complete tasks with mathematical fluency: |
| | • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. |
| | • Offer multiple opportunities for students to practice efficient and generalizable methods. |
| | • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

| MA.K12.MTR.4.1: | Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: |
| | • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. |
| | • Create opportunities for students to discuss their thinking with peers. |
| | • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. |
| | • Develop students' ability to justify methods and compare their responses to the responses of their peers. |
### MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.
**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
English language learners communicate for social and instructional purposes within the school setting.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELD.K12.ELL.SI.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ ss.pdf

FLORIDA’S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

VIFICATIONS AND THEIR PURSUITS: AN AMERICAN TRADITION-U.S. HISTORY TO 1920 - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ ss.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: VISIONS/PURSUITS HON
<table>
<thead>
<tr>
<th><strong>Number of Credits</strong>: One (1) credit</th>
<th><strong>Course Length</strong>: Year (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong>: Elective Course</td>
<td><strong>Course Attributes</strong>:</td>
</tr>
<tr>
<td><strong>Course Status</strong>: Draft - Course Pending Approval</td>
<td>• Honors</td>
</tr>
<tr>
<td><strong>Grade Level(s)</strong>: 9,10,11,12</td>
<td><strong>Course Level</strong>: 3</td>
</tr>
</tbody>
</table>

**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.2.3:</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
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<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
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<tr>
<td>Benchmark</td>
<td>Clarifications</td>
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<tr>
<td>SS.912.A.2.6:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.7:</td>
<td>Clarifications: Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</td>
</tr>
<tr>
<td>SS.912.A.3.7:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.1:</td>
<td>Clarifications: Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</td>
</tr>
<tr>
<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.3:</td>
<td>Compare the first and second Industrial Revolutions in the United States.</td>
</tr>
<tr>
<td>SS.912.A.3.4:</td>
<td>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.</td>
</tr>
<tr>
<td>SS.912.A.3.5:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td>SS.912.A.3.6:</td>
<td>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</td>
</tr>
<tr>
<td>SS.912.A.3.7:</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</td>
</tr>
<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Benchmark</td>
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<tr>
<td>SS.912.A.3.8</td>
<td>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>SS.912.A.3.9</td>
<td>Explain the motives of the United States acquisition of the territories.</td>
</tr>
<tr>
<td>SS.912.A.4.1</td>
<td>Analyze the major factors that drove United States imperialism.</td>
</tr>
<tr>
<td>SS.912.A.4.2</td>
<td>Examine causes, course, and consequences of the Spanish American War.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Description</td>
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<tr>
<td>SS.912.A.4.4</td>
<td>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction. <strong>Clarifications:</strong> Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.5</td>
<td>Examine causes, course, and consequences of United States involvement in World War I. <strong>Clarifications:</strong> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.6</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information). <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.7</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.4.8</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.9</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.10</td>
<td>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations. <strong>Clarifications:</strong> Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.11</td>
<td>Examine key events and peoples in Florida history as they relate to United States history. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.1</td>
<td>Discuss the economic outcomes of demobilization. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.2</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare. <strong>Clarifications:</strong> Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.3</td>
<td>Examine the impact of United States foreign economic policy during the 1920s. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Harding Administration, Prohibition, the Volstead Act, the Hoover Administration, the Great Depression. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
### SS.912.A.5.3:

**Clarifications:**
Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine causes, course, and consequences of World War II on the United States and the world.**

**Examples may include, but are not limited to:** the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.4:

**Clarifications:**
Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.**

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.5:

**Clarifications:**
Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Describe efforts by the United States and other world powers to avoid future wars.**

**Clarifications:**
Examples may include, but are not limited to, the League of Nations, the Kellogg-Briand Pact, the American Neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.6:

**Clarifications:**
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.**

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.7:

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.**

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.8:

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.**

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.9:

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.**

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.10:

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine causes, course, and consequences of the Great Depression and the New Deal.**

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.11:

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine key events and people in Florida history as they relate to United States history.**

**Clarifications:**
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine causes, course, and consequences of World War II on the United States and the world.**

**Clarifications:**
Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
### Clarifications:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.2:

**Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).**

**Clarifications:**

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.3:

**Analyze the impact of the Holocaust during World War II on Jews as well as other groups.**

**Clarifications:**

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.4:

**Examine efforts to expand or contract rights for various populations during World War II.**

**Clarifications:**

- Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.5:

**Explain the impact of World War II on domestic government policy.**

**Clarifications:**

- Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.6:

**Analyze the use of atomic weapons during World War II and the aftermath of the bombings.**

**Clarifications:**

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.7:

**Describe the attempts to promote international justice through the Nuremberg Trials.**

**Clarifications:**

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.8:

**Analyze the effects of the Red Scare on domestic United States policy.**

**Clarifications:**

- Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.9:

**Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.**

**Clarifications:**

- Examples may include, but are not limited to, the Declaration of Human Rights.

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.10:

**Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).**

**Clarifications:**

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 43-44. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.11:

**Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.**

**Clarifications:**

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.10:

**Examine causes, course, and consequences of the Korean War.**

**Clarifications:**

- Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.
<table>
<thead>
<tr>
<th>Benchmark Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.6.12</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</td>
</tr>
<tr>
<td>SS.912.A.6.13</td>
<td>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</td>
</tr>
<tr>
<td>SS.912.A.6.14</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td>SS.912.A.6.15</td>
<td>Analyze causes, course, and consequences of the Vietnam War. <strong>Clarifications:</strong> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., the Feminine Mystique, The Feminine Mystique, The Feminine Mystique, The Feminine Mystique.</td>
</tr>
<tr>
<td>SS.912.A.7.1</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clarifications:</strong> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</td>
</tr>
<tr>
<td>SS.912.A.7.2</td>
<td>Examine key events and peoples in Florida history as they relate to United States history. <strong>Clarifications:</strong> Examples may include, but are not limited to, Mosquito Fleet, &quot;Double V Campaign&quot;, construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</td>
</tr>
<tr>
<td>SS.912.A.7.3</td>
<td>Examine key events and peoples in Florida history as they relate to United States history. <strong>Clarifications:</strong> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</td>
</tr>
<tr>
<td>SS.912.A.7.4</td>
<td>Identify causes for Post-World War II prosperity and its effects on American society. <strong>Clarifications:</strong> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</td>
</tr>
<tr>
<td>SS.912.A.7.5</td>
<td>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.6</td>
<td>Examine the changing status of women in the United States from post-World War II to present. <strong>Clarifications:</strong> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinern, Phyllis Schlafly, Billie Jean King, feminism.</td>
</tr>
<tr>
<td>SS.912.A.7.7</td>
<td>Evaluate the success of 1960s era presidents' foreign and domestic policies. <strong>Clarifications:</strong> Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</td>
</tr>
<tr>
<td>SS.912.A.7.8</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td>SS.912.A.7.9</td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. <strong>Clarifications:</strong> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., the Feminine Mystique, The Feminine Mystique, The Feminine Mystique, The Feminine Mystique.</td>
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<tr>
<td>SS.912.A.7.6:</td>
<td>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</td>
</tr>
<tr>
<td>SS.912.A.7.7:</td>
<td>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</td>
</tr>
<tr>
<td>SS.912.A.7.8:</td>
<td>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</td>
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<tr>
<td>SS.912.A.7.9:</td>
<td>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</td>
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<td>SS.912.A.7.10:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
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<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td>SS.912.A.7.13:</td>
<td>Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
<tr>
<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people.</td>
</tr>
</tbody>
</table>
Evaluate geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**Clariﬁcations:**
Examples are thematic, contour, and dot-density.

Identify the physical characteristics and the human characteristics that deﬁne and differentiate regions.

**Clariﬁcations:**
Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**Clariﬁcations:**
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramiﬁcations.

Interpret and evaluate primary and secondary sources.

**Clariﬁcations:**
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Evaluate the role of history in shaping identity and character.

**Clariﬁcations:**
Examples are ethnic, cultural, personal, national, religious.

Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

**Clariﬁcations:**
Cite speciﬁc textual evidence to support analysis of primary and secondary sources, connecting insights gained from speciﬁc details to an understanding of the text as a whole.

**LAFS.1112.RH.1.1:**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**LAFS.1112.RH.1.2:**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**LAFS.1112.RH.1.3:**
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves issues uncertain.
Evaluate reports based on data. ★

Standard Relation to Course: Supporting

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

Standard Relation to Course: Supporting

Clarifications:

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Standard Relation to Course: Supporting

Clarifications:

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Standard Relation to Course: Supporting

Clarifications:

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get a better sense of what is going on.

Standard Relation to Course: Supporting

Mathematically proficient students check their answers to problems using different methods, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, a carpenter who is building a house uses diagrams of the house’s blueprints to plan where to set the windows and doors. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Visions and Countervisions: Europe, the U.S. and the World from 1848 - The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2100480

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: United States History

Educator Certifications

History (Grades 6-12)

Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.3:</td>
<td>Describe the issues that divided Republicans during the early Reconstruction era.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td></td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
</tbody>
</table>
SS.912.A.6: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Review the Native American experience.

SS.912.A.7: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

SS.912.A.3.1: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.3.2: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Compare the first and second Industrial Revolutions in the United States.

SS.912.A.3.3: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.3.4: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Identify significant inventors of the Industrial Revolution including African Americans and women.

SS.912.A.3.5: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.6: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

SS.912.A.3.7: **Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.

- Identify significant inventors of the Industrial Revolution including African Americans and women.

- Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

- Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
**SS.912.A.3.8:** Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

| Clarifications: | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |

**SS.912.A.3.9:** Clarifications:

- Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, socialist Party, labor laws.

**SS.912.A.3.10:** Review different economic and philosophic ideologies.

| Clarifications: | Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism. |

**SS.912.A.3.11:** Examine key events and peoples in Florida history as they relate to United States history.

| Clarifications: | Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast. |

**SS.912.A.3.12:** Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.


**SS.912.A.3.13:** Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

| Clarifications: | Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaile Tucker, Hamilton Disston. |

**SS.912.A.4.1:** Analyze the major factors that drove United States imperialism.

| Clarifications: | Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China. |

**SS.912.A.4.2:** Explain the motives of the United States acquisition of the territories.

| Clarifications: | Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands. |

**SS.912.A.4.3:** Examine causes, course, and consequences of the Spanish American War.

| Clarifications: | Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the Maine, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris. |

**SS.912.A.4.4:** Clarifications:

- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
### Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

**Clarifications:**
Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Examine causes, course, and consequences of United States involvement in World War I.

**Clarifications:**
Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson’s Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

**Clarifications:**
Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Examine key events and peoples in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Discuss the economic outcomes of demobilization.

**Clarifications:**
Examples may also include, but are not limited to, PalmerRaids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

**Clarifications:**
Examples may also include, but are not limited to, PalmerRaids, FBI, J. Edgar Hoover.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### Examine the impact of United States foreign economic policy during the 1920s.
### SS.912.A.5.3:

**Clarifications:**
Examples may include, but are not limited to, the Depression of 1920-21, “The Business of America is Business,” assembly line, installment buying, consumerism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine causes, course, and consequences of World War II on the United States and the world.**

### SS.912.A.5.4:

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-38. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.**

### SS.912.A.5.5:

**Clarifications:**
Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Describe efforts by the United States and other world powers to avoid future wars.**

### SS.912.A.5.6:

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.**

### SS.912.A.5.7:

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.**

### SS.912.A.5.8:

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.**

### SS.912.A.5.9:

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.**

### SS.912.A.5.10:

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine causes, course, and consequences of the Great Depression and the New Deal.**

### SS.912.A.5.11:

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine key events and people in Florida history as they relate to United States history.**

### SS.912.A.5.12:

**Clarifications:**
Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Examine causes, course, and consequences of World War II on the United States and the world.**

### SS.912.A.6.1:

**Clarifications:**
Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS.912.A.6.2:</strong></td>
<td>Examine the causes, course, and consequences of the Korean War.</td>
</tr>
<tr>
<td><strong>SS.912.A.6.3:</strong></td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</td>
</tr>
<tr>
<td><strong>SS.912.A.6.4:</strong></td>
<td>Examine efforts to expand or contract rights for various populations during World War II.</td>
</tr>
<tr>
<td><strong>SS.912.A.6.5:</strong></td>
<td>Explain the impact of World War II on domestic government policy.</td>
</tr>
<tr>
<td><strong>SS.912.A.6.6:</strong></td>
<td>Analyze the use of atomic weapons during World War II and the aftermath of the bombings.</td>
</tr>
<tr>
<td><strong>SS.912.A.6.7:</strong></td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
</tr>
<tr>
<td><strong>SS.912.A.6.8:</strong></td>
<td>Analyze the effects of the Red Scare on domestic United States policy.</td>
</tr>
<tr>
<td><strong>SS.912.A.6.9:</strong></td>
<td>Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).</td>
</tr>
<tr>
<td><strong>SS.912.A.6.10:</strong></td>
<td>Examine causes, course, and consequences of the Korean War.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Examples may include, but are not limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated and additional resources, please visit the Florida Department of Education (FLDOE) End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies Study Guides.”
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<td>SS.912.A.6.12</td>
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<td>SS.912.A.6.13</td>
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</tr>
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<td>SS.912.A.6.14</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</td>
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<td>SS.912.A.6.15</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., the “Double V Campaign”, construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</td>
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<td>SS.912.A.7.1</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</td>
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<td>SS.912.A.7.2</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conﬂict, Vietnam Conﬂict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</td>
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Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**Clarifications:**
Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the effects of foreign and domestic terrorism on the American people.

**Clarifications:**
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is...
Examine changes in immigration policy and attitudes toward immigration since 1950.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and key people in Florida history as they relate to United States history.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.16:

Clarifications:
Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

SS.912.A.7.17:

Clarifications:
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

SS.912.A.7.18:

Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.A.7.19:

Clarifications:
Examples are artifact, image, auditory and written sources.

SS.912.C.1.1:

Clarifications:
Examples of human characteristics are religion, government, economy, demography.

SS.912.C.1.2:

Clarifications:
Examples of physical characteristics are climate, terrain, resources.

SS.912.C.1.3:

Clarifications:
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

SS.912.C.1.4:

Clarifications:
Examples are desertification, global warming, cataclysmic natural disasters.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4:

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.1.5:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.2:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.2.3:

Interpret population growth and other demographic data for any given place.

SS.912.G.2.4:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.2.5:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.2.6:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.2.7:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.G.2.8:

Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.1.4:

Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.912.H.1.5:

Compare time measurement systems used by different cultures.

SS.912.H.1.6:

Interpret and evaluate primary and secondary sources.

SS.912.H.1.7:

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.H.1.8:

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.H.1.9:

Evaluate the role of history in shaping identity and character.

SS.912.H.1.10:

Examples are ethnic, cultural, personal, national, religious.

SS.912.H.1.11:

Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
**MA.K12.MTR.6.1:**
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**
Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.3.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.4.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:**
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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General Course Information and Notes

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Visions and Countervisions: Europe, the U.S. and the World from 1848 - The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

- **Course Number:** 2100480
- **Number of Credits:** One (1) credit
- **Course Type:** Core Academic Course
- **Course Status:** State Board Approved
- **Grade Level(s):** 9, 10, 11, 12
- **Graduation Requirement:** United States History

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**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

The curriculum description for this Cambridge course is available at https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/subjects/.

GENERAL INFORMATION

Course Number: 2100485
Number of Credits: One (1) credit
Course Type: Core Academic Course
Grade Level(s): 9,10
Graduation Requirement: United States History

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: PRE-AICE AMERHIST IG
Course Length: Year (Y)
Course Attributes:
  • Advanced International Certificate of Education (AICE)
Course Level: 3

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
Cambridge AICE International History 1 AS Level (#2100490) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2100490
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: AICE INTL HIST 1 AS
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Attributes:
- Advanced International Certificate of Education (AICE)
Course Level: 3
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: World History

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography
Equivalency start year: 2018
General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels.curriculum/.

GENERAL INFORMATION

Course Number: 2100495
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: AICE INTL HIST 2 AL

Number of Credits: One (1) credit
Course Length: Year (Y)
Course Attributes: Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course
Course Status: Course Approved
Graduation Requirement: World History
Course Level: 3

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography
Equivalency start year: 2018
General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2100500
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: AICE U.S. HIST 1 AS
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Attributes:
- Advanced International Certificate of Education (AICE)
Course Level: 3

Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States History

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
Cambridge AICE United States History 2 A
Level (#2100505) 2014 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2100505
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories > Abbreviated Title: AICE U.S. HIST 2 AL
Course Length: Year (Y)
Number of Credits: One (1) credit
Course Attributes:
- Advanced International Certificate of Education (AICE)
Course Type: Core Academic Course
Course Status: Course Approved
Graduation Requirement: United States History
Course Level: 3

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2100800

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: American and Western Hemispheric Histories >

Abbreviated Title: IB HISTORY OF AMER

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: United States History

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
# Social Studies Transfer (2100990) 2015 - 2022 (current)

## General Course Information and Notes

### VERSION DESCRIPTION

### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

## GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 2100990</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type:</strong> Transfer Course</td>
</tr>
<tr>
<td><strong>Course Status:</strong> State Board Approved</td>
</tr>
<tr>
<td><strong>Grade Level(s):</strong> 9,10,11,12</td>
</tr>
</tbody>
</table>

### Course Path: Section:

Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

**Abbreviated Title:** SOC STUDIES TRAN

**Course Length:** Not Applicable
# Social Studies Transfer (#2100990) 2022 - And Beyond

## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| **MA.K12.MTR.1.1:** | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| **MA.K12.MTR.3.1:** | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| **MA.K12.MTR.4.1:** | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students’ ability to justify methods and compare their responses to the responses of their peers. |
| **Use patterns and structure to help understand and connect mathematical concepts.** | Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts. |
### MA.K12.MTR.5.1:
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

#### Clarifications:
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

#### Clarifications:
- Teachers who encourage students to assess the reasonableness of solutions:
  - Students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

#### Clarifications:
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.
- Text Complexity:
  - K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
  - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
  - 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
  - 6-8 Students continue with previous skills and use a style guide to create a proper citation.
  - 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.
- Clarifications:
  - See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
- Make inferences to support comprehension.
- Clarifications:
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Clarifications:
  - In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
  - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.
- Clarifications:
  - Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to
do quality work.

**ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### VERSION DESCRIPTION

### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 2100990

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

**Abbreviated Title:** SOC STUDIES TRAN

**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clariations:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <strong>Clariations:</strong> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.13:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <strong>Clariations:</strong> Examples may include, but are not limited to, NAFTA, World Trade Organization. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people. <strong>Clariations:</strong> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.15:</td>
<td>Examine changes in immigration policy and attitudes toward immigration since 1950. <strong>Clariations:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.16:</td>
<td>Examine key events and key people in Florida history as they relate to United States history. <strong>Clariations:</strong> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation. <strong>Clariations:</strong> Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. <strong>Clariations:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td>Monitor current public issues in Florida. <strong>Clariations:</strong> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.10:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication. <strong>Clariations:</strong> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.12:</td>
<td>Explain various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <strong>Clariations:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
</tbody>
</table>
| SS.912.C.4.1: | Explain the world's nations are governed differently. **Clariations:** Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
| SS.912.C.4.2: | Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. |
| SS.912.C.4.3: | Assess human rights policies of the United States and other countries. |
| SS.912.C.4.4: | Compare indicators of democratization in multiple countries. |
| SS.912.E.2.2: | Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives. |
| SS.912.E.3.5: | Clarifications: Examples are standard of living, exchange rates, productivity, gross domestic product. |
| SS.912.G.1.1: | Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. |
| SS.912.G.1.2: | Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.3: | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4: | Clarifications: Examples are thematic, contour, and dot-density. |
| SS.912.G.2.2: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |
| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |
| SS.912.G.4.1: | Interpret population growth and other demographic data for any given place. |
| SS.912.G.4.2: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.3: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.4.4: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.G.4.9: | Use political maps to describe the change in boundaries and governments within continents over time. |
| SS.912.H.1.4: | Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.3.1: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.H.3.2: | Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. |
| SS.912.W.1.1: | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.2: | Compare time measurement systems used by different cultures. |
| SS.912.W.1.3: | Interpret and evaluate primary and secondary sources. |
| SS.912.W.1.4: | Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |
| SS.912.W.1.5: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |
| SS.912.W.1.6: | Clarifications: Examples are ethnic, cultural, personal, national, religious. |
| SS.912.W.3.1: | Clarifications: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam. |
| SS.912.W.3.2: | Compare the major beliefs and principles of Judaism, Christianity, and Islam. |
| SS.912.W.6.4: | Clarifications: Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws. |
| SS.912.W.8.7: | Compare post-war independence movements in African, Asian, and Caribbean countries. |
| SS.912.W.8.9: | Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. |
| SS.912.W.8.10: | Clarifications: Examples are desertification, global warming, cataclysmic natural disasters. |
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

SS.912.W.9.1:
Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

**Clarifications:**
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

SS.912.W.9.3:
Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

**Clarifications:**
Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.4:
Describe the causes and effects of twentieth century nationalist conflicts.

**Clarifications:**
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

SS.912.W.9.5:
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6:
Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

SS.912.W.9.7:
Describe the impact of and global response to international terrorism.

**LAFS.910.RH.1.1:**
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**LAFS.910.RH.1.2:**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**LAFS.910.RH.1.3:**
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LAFS.910.RH.2.4:**
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**LAFS.910.RH.2.5:**
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**LAFS.910.RH.2.6:**
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LAFS.910.RH.3.7:**
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**LAFS.910.RH.3.8:**
Assess the extent to which the reasoning and evidence in a text support the author's claims.

**LAFS.910.RH.3.9:**
Compare and contrast treatments of the same topic in several primary and secondary sources.

**LAFS.910.RH.4.10:**
By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LAFS.910.SL.1.1:**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**LAFS.910.SL.1.2:**
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**LAFS.910.SL.1.3:**
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.SL.2.4:**
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.WHST.1.1:**
Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

**LAFS.910.WHST.1.2:**
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.S-IC.2.3: Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

MAFS.912.S-IC.2.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

MAFS.912.S-IC.2.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

MAFS.912.S-IC.2.6: Evaluate reports based on data.

MAFS.912.S-ID.1.1: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.2: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.3: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.5.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

<table>
<thead>
<tr>
<th>SubSubject</th>
<th>Course Number: 2101300</th>
<th>Number of Credits: Half credit (.5)</th>
<th>Course Type: Elective Course</th>
<th>Course Status: Course Approved</th>
</tr>
</thead>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Asking students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

- Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >
- SubSubject: Anthropology >
- Abbreviated Title: ANTHROP
- Course Length: Semester (S)
- Course Level: 2
- Grade Level(s): 9,10,11,12
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, NAFTA, World Trade Organization. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people. <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.16:</td>
<td>Examine changes in immigration policy and attitudes toward immigration since 1950. <strong>Clariﬁcations:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.17:</td>
<td>Examine key events and key people in Florida history as they relate to United States history. <strong>Clariﬁcations:</strong> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDDE End-of-Course (EOC) Assessments webpage and the FLDDE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation. Experience the responsibilities of citizens at the local, state, or federal levels.</td>
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<tr>
<td>SS.912.C.2.3:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td>Monitor current public issues in Florida. <strong>Clariﬁcations:</strong> Examples are on-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.10:</td>
<td>Explain how the world's nations are governed differently. <strong>Clariﬁcations:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.4.2:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
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<tr>
<td>SS.912.C.4.4:</td>
<td>Compare indicators of democratization in multiple countries.</td>
</tr>
<tr>
<td>SS.912.E.2.2:</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.3.5:</td>
<td><strong>Clarifications:</strong> Examples are standard of living, exchange rates, productivity, gross domestic product.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.12:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td><strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<tr>
<td>SS.912.G.4.4:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.5:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td><strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Discuss significant people and beliefs associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.W.3.1:</td>
<td><strong>Clarifications:</strong> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2:</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.6.4:</td>
<td><strong>Clarifications:</strong> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws.</td>
</tr>
<tr>
<td>SS.912.W.8.7:</td>
<td>Compare post-war independence movements in African, Asian, and Caribbean countries.</td>
</tr>
<tr>
<td>SS.912.W.8.9:</td>
<td><strong>Clarifications:</strong> Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.8.10:</td>
<td>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>For statements on the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
</tbody>
</table>
Assess the social and economic impact of pandemics on a global scale.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Describe the causes and effects of twentieth century nationalist conflicts.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Justify results by explaining methods and processes.

Recognize errors and suggest how to correctly solve the task.

Compare the efficiency of a method to those expressed by others.

Analyze the mathematical thinking of others.

Communicate mathematical ideas, vocabulary and methods effectively.

Analyze the mathematical thinking of others.

Compare the efficiency of a method to those expressed by others.

Recognize errors and suggest how to correctly solve the task.

Justify results by explaining methods and processes.

Construct possible arguments based on evidence.
Develop students’ ability to justify methods and compare their responses to the responses of their peers. For example: “I think ________ because _______.” The collaborative conversations are becoming academic conversations.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Cite evidence to explain and justify reasoning.

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ____ because ____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:

#### Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use the accepted rules governing a specific format to create quality work.

### ELA.K12.EE.6.1:

#### Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Use appropriate voice and tone when speaking or writing.

### ELD.K12.ELL.SL.1:

English language learners communicate for social and instructional purposes within the school setting.

### ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### HE.912.C.2.7:

#### Clarifications:
Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

### General Course Information and Notes

#### GENERAL NOTES

The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number</th>
<th>2101300</th>
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<tbody>
<tr>
<td>Number of Credits</td>
<td>Half credit (.5)</td>
</tr>
<tr>
<td>Course Type</td>
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<tr>
<td>Course Status</td>
<td>State Board Approved</td>
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<tr>
<td>Grade Level(s)</td>
<td>9,10,11,12</td>
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<td>Course Path: Section</td>
<td>Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Anthropology &gt; Abbreviated Title: ANTHROP</td>
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<tr>
<td>Course Length: Semester (S)</td>
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<tr>
<td>Course Level</td>
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# Anthropology (#2101300) 2023 - And Beyond

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You are not viewing the current course, please click the current year’s tab.

## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>SS.912.A.7.11:</strong></td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clarifications:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the <a href="http://www.cpalms.org">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="http://www.cpalms.org">FLDOE Social Studies</a> webpage.</td>
</tr>
<tr>
<td><strong>SS.912.A.7.12:</strong></td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <strong>Clarifications:</strong> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the <a href="http://www.cpalms.org">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="http://www.cpalms.org">FLDOE Social Studies</a> webpage.</td>
</tr>
<tr>
<td><strong>SS.912.A.7.14:</strong></td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
</tbody>
</table>
| SS.912.A.7.15: | Clarifications: 
Examples may include, but are not limited to, NAFTA, World Trade Organization. 
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. 

Analyze the effects of foreign and domestic terrorism on the American people. 

**Clarifications:** 
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. 

SS.912.A.7.16: | Examine changes in immigration policy and attitudes toward immigration since 1950. 

**Clarifications:** 
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. 

SS.912.A.7.17: | Examine key events and key people in Florida history as they relate to United States history. 

**Clarifications:** 
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state. 

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and 57-59. Additional
| **SS.912.CG.2.2:** | Explain the importance of political and civic participation to the success of the United States’ constitutional republic.  
- Students will discuss various ways in which U.S. citizens can exercise political and civic participation.  
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).  
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). |
| **SS.912.CG.2.3:** | Explain the responsibilities of citizens at the local, state and national levels.  
- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).  
- Students will understand the process of registering and preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).  
- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. |
| **SS.912.CG.2.4:** | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
- Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).  
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
| **SS.912.CG.2.12:** | Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.  
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. |
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

**SS.912.CG.2.13:**

Analyze the influence and effects of various forms of media and the internet in political communication.
- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

**SS.912.CG.2.11:**

Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

**SS.912.CG.4.1:**

Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

**SS.912.CG.4.2:**

Explain how the United States uses foreign policy to influence other nations.
- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationship with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

**SS.912.CG.4.3:**
Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.CG.4.4:**
Identify indicators of democratization in foreign countries.
- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

**SS.912.E.2.2:**
Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

**SS.912.E.3.5:**
Compare the current United States economy with other developed and developing nations.
**Clarifications:**
Examples are standard of living, exchange rates, productivity, gross domestic product.

**SS.912.G.1.1:**
Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

**SS.912.G.1.2:**
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

**SS.912.G.1.3:**
Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**SS.912.G.1.4:**
Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
**Clarifications:**
Examples are thematic, contour, and dot-density.

**SS.912.G.2.1:**
Identify the physical characteristics and the human characteristics that define and differentiate regions.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
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<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<tr>
<td>SS.912.G.4.7:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
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<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
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<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
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<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
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<tr>
<td>SS.912.W.1.2:</td>
<td>Compare time measurement systems used by different cultures. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
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<td>SS.912.W.1.3:</td>
<td>Interpret and evaluate primary and secondary sources. <strong>Clarifications:</strong> Examples are artifacts, images, auditory and written sources.</td>
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<tr>
<td>SS.912.W.1.4:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
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<tr>
<td><strong>SS.912.W.1.5:</strong></td>
<td>Clarifications: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
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<td><strong>SS.912.W.1.6:</strong></td>
<td>Clarifications: Evaluate the role of history in shaping identity and character. Examples are ethnic, cultural, personal, national, religious.</td>
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<tr>
<td><strong>SS.912.W.3.1:</strong></td>
<td>Clarifications: Discuss significant people and beliefs associated with Islam. Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</td>
</tr>
<tr>
<td><strong>SS.912.W.3.2:</strong></td>
<td>Clarifications: Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td><strong>SS.912.W.6.4:</strong></td>
<td>Clarifications: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</td>
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<tr>
<td><strong>SS.912.W.8.7:</strong></td>
<td>Clarifications: Compare post-war independence movements in African, Asian, and Caribbean countries.</td>
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<tr>
<td><strong>SS.912.W.8.9:</strong></td>
<td>Clarifications: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.</td>
</tr>
<tr>
<td><strong>SS.912.W.9.1:</strong></td>
<td>Clarifications: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</td>
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<tr>
<td><strong>SS.912.W.9.3:</strong></td>
<td>Clarifications: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. Examples are prejudice, racism, stereotyping, economic competition.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.W.9.4:</td>
<td>Describe the causes and effects of twentieth century nationalist conflicts. <strong>Clarifications:</strong> Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</td>
</tr>
<tr>
<td>SS.912.W.9.5:</td>
<td>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</td>
</tr>
<tr>
<td>SS.912.W.9.6:</td>
<td>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</td>
</tr>
<tr>
<td>SS.912.W.9.7:</td>
<td>Describe the impact of and global response to international terrorism.</td>
</tr>
</tbody>
</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. |
<table>
<thead>
<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
<td>• Help students make connections between concepts and representations.</td>
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<tr>
<td>• Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<tr>
<td>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<tr>
<td>• Show students that various representations can have different purposes and can be useful in different situations.</td>
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<tr>
<th>Complete tasks with mathematical fluency.</th>
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<tr>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
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<tr>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
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<tr>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<tr>
<td>• Complete tasks accurately and with confidence.</td>
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<tr>
<td>• Adapt procedures to apply them to a new context.</td>
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<td>• Use feedback to improve efficiency when performing calculations.</td>
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<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
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<tr>
<td>• Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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<tr>
<td>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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<tr>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
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<tbody>
<tr>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
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</table>
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

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<thead>
<tr>
<th>MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.</th>
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| **Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
| - Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations. |

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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<tr>
<td>Mathematicians who assess the reasonableness of solutions:</td>
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<tr>
<td>• Estimate to discover possible solutions.</td>
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<tr>
<td>• Use benchmark quantities to determine if a solution makes sense.</td>
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<tr>
<td>• Check calculations when solving problems.</td>
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<tr>
<td>• Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td>• Evaluate results based on the given context.</td>
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**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

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<thead>
<tr>
<th>MA.K12.MTR.7.1: Apply mathematics to real-world contexts.</th>
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<tbody>
<tr>
<td>Mathematicians who apply mathematics to real-world contexts:</td>
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<tr>
<td>• Connect mathematical concepts to everyday experiences.</td>
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<tr>
<td>• Use models and methods to understand, represent and solve problems.</td>
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<tr>
<td>• Perform investigations to gather data or determine if a method is appropriate.</td>
</tr>
<tr>
<td>• Redesign models and methods to improve accuracy or efficiency.</td>
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</table>

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning. **Clarifications:**
| | K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
| | 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
| | 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
| | 6-8 Students continue with previous skills and use a style guide to create a proper citation.
| | 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
| ELA.K12.EE.2.1: | Read and comprehend grade-level complex texts proficiently. **Clarifications:**
| | See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.
| ELA.K12.EE.3.1: | Make inferences to support comprehension. **Clarifications:**
| | Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
| ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:**
| | In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.7:** Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**Clarifications:**
Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

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**General Course Information and Notes**

**GENERAL NOTES**

The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their
culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)
General Information

Course Number: 2101300

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Anthropology > Abbreviated Title: ANTHROP

Number of Credits: Half credit (.5)

Course Attributes:
- Florida Standards Course

Course Type: Elective Course

Course Status: Draft – Course Pending Approval

Course Level: 2

Grade Level(s): 9,10,11,12

Educator Certifications

Social Science (Grades 6-12)

There are more than 645 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/PreviewCourse/Preview/21203
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong> 2101800</td>
</tr>
<tr>
<td><strong>Course Path:</strong> Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Anthropology &gt; Abbreviated Title: IB SOCIAL ANTHROP 1</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong> One (1) credit</td>
</tr>
<tr>
<td><strong>Course Type:</strong> Elective Course</td>
</tr>
<tr>
<td><strong>Course Status:</strong> Course Approved</td>
</tr>
<tr>
<td><strong>Grade Level(s):</strong> 9,10,11,12</td>
</tr>
</tbody>
</table>

Course Attributes:
- International Baccalaureate (IB)

Course Length: Year (Y)

Course Level: 3

Educator Certifications

| Social Science (Grades 6-12) |
General Course Information and Notes

**GENERAL NOTES**


**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>2101810</th>
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</thead>
<tbody>
<tr>
<td>Course Path</td>
<td>Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Anthropology &gt; Abbreviated Title: IB SOCIAL ANTHROP 2</td>
</tr>
<tr>
<td>Number of Credits</td>
<td>One (1) credit</td>
</tr>
<tr>
<td>Course Type</td>
<td>Elective Course</td>
</tr>
<tr>
<td>Course Status</td>
<td>Course Approved</td>
</tr>
<tr>
<td>Grade Level(s)</td>
<td>9,10,11,12</td>
</tr>
</tbody>
</table>

**Course Attributes:**
- International Baccalaureate (IB)

**Course Level:** 3

**Educator Certifications**

| Social Science (Grades 6-12) |
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

VERSION REQUIREMENTS

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

GENERAL INFORMATION

Course Number: 2101820

Course Type: Elective Course

Course Status: Course Approved

Course Level(s): 9, 10, 11, 12

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Anthropology >

Abbreviated Title: IB SOCIAL ANTHROP 3

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

Social Science (Grades 6-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.E.1.1</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
</tr>
<tr>
<td>SS.912.E.1.3</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.4</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.5</td>
<td>Compare different forms of business organizations.</td>
</tr>
<tr>
<td>SS.912.E.1.6</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
<tr>
<td>SS.912.E.1.7</td>
<td>Graph and explain how firms determine price and output through marginal cost analysis.</td>
</tr>
<tr>
<td>SS.912.E.1.8</td>
<td>Explain ways firms engage in price and nonprice competition.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.9</td>
<td>Describe how the earnings of workers are determined.</td>
</tr>
<tr>
<td>SS.912.E.1.10</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.11</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.12</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
</tr>
<tr>
<td>SS.912.E.1.13</td>
<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
</tr>
<tr>
<td>SS.912.E.1.14</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.15</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.</td>
</tr>
<tr>
<td>Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.</td>
<td></td>
</tr>
<tr>
<td>Examples of a credit plan are interest rates, credit scores, payment plan.</td>
<td></td>
</tr>
<tr>
<td>SS.912.E.1.16</td>
<td>Identify and explain broad economic goals.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
</tr>
<tr>
<td>SS.912.E.2.1</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.2.2</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
</tr>
<tr>
<td>SS.912.E.2.3</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.E.2.4</td>
<td>Analyze how capital investments may impact productivity and economic growth.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are factories, machinery, technology, people.</td>
</tr>
<tr>
<td>SS.912.E.2.5</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are electric, water, cable, waste management.</td>
</tr>
<tr>
<td>SS.912.E.2.6</td>
<td>Identify the impact of inflation on society.</td>
</tr>
<tr>
<td>SS.912.E.2.7</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.E.2.8</td>
<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
</tr>
<tr>
<td>SS.912.E.2.9</td>
<td>Describe the organization and functions of the Federal Reserve System.</td>
</tr>
<tr>
<td>SS.912.E.2.10</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
</tr>
<tr>
<td>Task Description</td>
<td>Clarifications</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>SS.912.E.2.11: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.2.12: Demonstrate the impact of inflation on world economies.</td>
<td>Examples of oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.3.1: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.</td>
<td>Examples are NAFTA, CAFTA, Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>SS.912.E.3.3: Assess the economic impact of negative and positive externalities on the international environment.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.</td>
<td>Examples are standard of living, exchange rates, productivity, gross domestic product.</td>
</tr>
<tr>
<td>SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.</td>
<td>Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</td>
</tr>
<tr>
<td>SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.</td>
<td>Use geographic terms and tools to analyze case studies of issues in globalization.</td>
</tr>
<tr>
<td>LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
<td>Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
<td>Examples of negative are pollution, global warming.</td>
</tr>
<tr>
<td>LAFS.1112.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
<td>Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>LAFS.1112.RH.2.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
<td>Examples are standard of living, exchange rates, productivity, gross domestic product.</td>
</tr>
<tr>
<td>LAFS.1112.RH.2.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</td>
<td>Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
<td>Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>LAFS.1112.RH.3.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</td>
<td>Examples are standard of living, exchange rates, productivity, gross domestic product.</td>
</tr>
<tr>
<td>LAFS.1112.RH.3.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
<td>Examples of negative are pollution, global warming.</td>
</tr>
<tr>
<td>LAFS.1112.RH.4.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</td>
<td>Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.3.4: Integrate and evaluate multiple sources of historical evidence, demonstrating the ability to critically consider claims and reasoning.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.4.1: Use academic and conversational language to analyze, evaluate, and synthesize evidence from multiple sources.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.4.2: Use a variety of sentence structures, appropriate vocabulary, and precise word choice to construct complex, coherent arguments in both conversational and academic contexts.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.4.3: Use sentence variety and structures to convey complex, multifaceted ideas and arguments.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.4.4: Use technical vocabulary and specialized language related to specific fields, with accuracy and precision, ensuring understanding among diverse audiences.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>LAFS.1112.SL.4.5: Use a range of sentence structures and vocabulary to make concrete, evaluative arguments that are consistent with the direction and tone of the discussion.</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
</tbody>
</table>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Draw evidence from informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for discipline-specific tasks, purposes, and audiences.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Define appropriate quantities for the purpose of descriptive modeling.

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Recognize the purposes and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

MAFS.K12.S-ID.1.4: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.1.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.3.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes:

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Educator Certifications**
- Economics (Grades 6-12)
- Social Science (Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 6-12)

**Literacy Standards in Social Studies**
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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<tbody>
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<td>Abbreviated Title:</td>
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<td>Explain the composition of the money supply in the United States.</td>
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<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
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<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
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<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
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<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
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<td>SS.912.E.2.10</td>
<td>Describe the organization and functions of the Federal Reserve System.</td>
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<td>SS.912.E.2.11</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
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</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems.  

| MA.K12.MTR.2.1: | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs, and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations.  

| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  
**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Cite evidence to explain and justify reasoning.

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
English language learners communicate for social and instructional purposes within the school setting. They will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Use the accepted rules governing a specific format to create quality work.**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Use the accepted rules governing a specific format to create quality work.**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Use appropriate voice and tone when speaking or writing.**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Evaluate how public health policies and government regulations can influence health promotion and disease prevention.**

**Clarifications:**
Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### General Course Information and Notes

**GENERAL NOTES**

**Economics:** The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Special Notes:**

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
Educator Certifications

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Additional Instructional Resources:

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GENERAL INFORMATION

**Course Number:** 2102310

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9, 10, 11, 12

**Graduation Requirement:** Economics

**Course Path:**
- Section: Grades PreK to 12 Education Courses
- Grade Group: Grades 9 to 12 and Adult Education Courses
- Subject: Social Studies
- SubSubject: Economics

**Abbreviated Title:** ECON

**Course Length:** Semester (S)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2
### Course Standards

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<td><strong>Clarifications:</strong></td>
<td>Examples are land, labor, capital, entrepreneurship.</td>
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<td>SS.912.E.1.2:</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
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<td>SS.912.E.1.4:</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
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<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
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<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
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<td>Analyze how capital investments may impact productivity and economic growth.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are factories, machinery, technology, people.</td>
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<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</td>
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<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
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<td>Examples are income, sales, social security.</td>
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<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
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<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
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### SS.912.E.2.11:
**Clarifications:**
Examples of negative are pollution, global warming.
Examples of positive are pure water, better air quality.

### SS.912.E.2.12:
**Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.**

### SS.912.E.3.1:
**Clarifications:**
Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

### SS.912.E.3.2:
**Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.**

### SS.912.E.3.3:
**Clarifications:**
Examples are NAFTA, CAFTA, examples are quotas, tariffs.

### SS.912.E.3.4:
**Assess the economic impact of negative and positive externalities on the international environment.**

### SS.912.E.3.5:
**Compare the current United States economy with other developed and developing nations.**

### SS.912.E.3.6:
**Differentiate and draw conclusions about historical economic thought theorized by economists.**

### SS.912.G.2.2:
**Describe the factors and processes that contribute to the differences between developing and developed regions of the world.**

### SS.912.G.3.3:
**Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.**

### SS.912.G.4.4:
**Use geographic terms and tools to analyze case studies of issues in globalization.**

### LAFS.1112.RH.1.1:
**Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.**

### LAFS.1112.RH.1.2:
**Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.**

### LAFS.1112.RH.1.3:
**Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.**

### LAFS.1112.RH.2.4:
**Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).**

### LAFS.1112.RH.2.5:
**Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.**

### LAFS.1112.RH.2.6:
**Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.**

### LAFS.1112.RH.3.7:
**Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.**

### LAFS.1112.RH.3.9:
**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

### LAFS.1112.RH.1.10:
**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### LAFS.1112.RH.1.11:
**Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.**

### LAFS.1112.RH.1.12:
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### LAFS.1112.RH.1.13:
**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

### LAFS.1112.RH.1.14:
**Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**

### Write arguments focused on discipline-specific content.
| LAFS.1112.WHST.1.1: | a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
   e. Provide a concluding statement or section that follows from or supports the argument presented. |
| --- | --- |
| LAFS.1112.WHST.1.2: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  
   a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  
   d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  
   e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| LAFS.1112.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LAFS.1112.WHST.2.5: | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LAFS.1112.WHST.2.6: | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LAFS.1112.WHST.3.7: | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LAFS.1112.WHST.3.8: | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LAFS.1112.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research. |
| LAFS.1112.WHST.4.10: | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| MAFS.912.N-Q.1.1: | Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret the scale and the origin in graphs and data displays. ★  
   Standard Relation to Course: Supporting |
| MAFS.912.N-Q.1.2: | Define appropriate quantities for the purpose of descriptive modeling. ★  
   Clarifications:  
   Algebra 1 Content Notes:  
   Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.  
   Standard Relation to Course: Supporting |
| MAFS.912.N-Q.1.3: | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★  
   Standard Relation to Course: Supporting |
| MAFS.912.S-ID.1.2: | Represent data with plots on the real number line (dot plots, histograms, and box plots). ★  
   Clarifications:  
   In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.  
   Standard Relation to Course: Supporting |
| MAFS.912.S-ID.1.3: | Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★  
   Clarifications:  
   In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.  
   Standard Relation to Course: Supporting |
### General Course Information and Notes

**GENERAL NOTES**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**
Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should

<table>
<thead>
<tr>
<th>Standard Relation to Course: Supporting</th>
<th>Purpose</th>
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<tbody>
<tr>
<td><strong>MAFS.912.S-ID.1.4:</strong></td>
<td>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★</td>
</tr>
<tr>
<td><strong>MAFS.K12.MP.1.1:</strong></td>
<td>Construct viable arguments and critique the reasoning of others.</td>
</tr>
<tr>
<td><strong>MAFS.K12.MP.2.1:</strong></td>
<td>Attend to precision.</td>
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<tr>
<td><strong>MAFS.K12.MP.3.1:</strong></td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td><strong>MAFS.K12.MP.6.1:</strong></td>
<td>Attend to precision.</td>
</tr>
<tr>
<td><strong>ELD.K12.ELL.SI.1:</strong></td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td><strong>ELD.K12.ELL.SS.1:</strong></td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
<tr>
<td><strong>HE.912.C.2.4:</strong></td>
<td>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
### Course Standards

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<th>Name</th>
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<td>SS.912.E.1.1</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
</tr>
<tr>
<td>SS.912.E.1.3</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.4</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td>SS.912.E.1.5</td>
<td>Compare different forms of business organizations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.6</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
<tr>
<td>SS.912.E.1.7</td>
<td>Graph and explain how firms determine price and output through marginal cost analysis.</td>
</tr>
<tr>
<td>SS.912.E.1.8</td>
<td>Explain ways firms engage in price and nonprice competition.</td>
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<td>SS.912.E.1.9</td>
<td>Describe how the earnings of workers are determined.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
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<td>SS.912.E.1.10</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
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<td>SS.912.E.1.11</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
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<td>SS.912.E.1.12</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
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<td>SS.912.E.1.13</td>
<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
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<td>SS.912.E.1.14</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
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<tr>
<td>SS.912.E.1.15</td>
<td>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.16</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
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<td>SS.912.E.2.1</td>
<td>Identify and explain broad economic goals.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
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<td>SS.912.E.2.2</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
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<td>SS.912.E.2.3</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
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<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are shortage, surplus, other inefficiencies.</td>
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<td>Analyze how capital investments may impact productivity and economic growth.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are factories, machinery, technology, people.</td>
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<td>SS.912.E.2.6</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are electric, water, cable, waste management.</td>
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Examples of positive are pure water, better air quality.

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Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

SS.912.E.3.3: Clarifications:
Examples are NAFTA, CAFTA, Examples are quotas, tariffs.

SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.

SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

SS.912.E.3.6: Clarifications:
Examples are standard of living, exchange rates, productivity, gross domestic product.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.2.1: Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
ELA.K12.EE.1.1:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
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<tr>
<th>ELA.K12.EE.3.1:</th>
<th>Make inferences to support comprehension.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build on these skills by justifying what they are thinking. For example: &quot;I think _____ because _____.&quot; The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
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<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
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<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
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<tr>
<th>ELD.K12.ELL.S1.1:</th>
<th>English language learners communicate for social and instructional purposes within the school setting.</th>
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<tr>
<th>ELD.K12.ELL.SS.1:</th>
<th>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</th>
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<tr>
<th>HE.912.C.2.4:</th>
<th>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</th>
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<td><strong>Clarifications:</strong></td>
<td>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</td>
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**General Course Information and Notes**

**ECONOMICS** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Special Notes:**
Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-Of-Course assessment retake.

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and...
concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
<tr>
<td>Economics (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>History (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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<td>SS.912.E.2.10</td>
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SS.912.E.2.11: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

SS.912.E.2.12: Demonstrate the impact of inflation on world economies.

SS.912.E.3.1: Clarifications: Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

SS.912.E.3.3: Clarifications: Examples are NAFTA, CAFTA, examples are quotas, tariffs.

SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.

SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.

SS.912.E.2.11: CLARIFICATIONS: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.

SS.912.E.3.2: CLARIFICATIONS: Examples of absolute are labor, capital. Examples of comparative are labor, capital.

SS.912.E.3.3: CLARIFICATIONS: Examples are NAFTA, CAFTA. Examples are quotas, tariffs.

SS.912.E.3.4: CLARIFICATIONS: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.

SS.912.E.3.5: CLARIFICATIONS: Examples are standard of living, exchange rates, productivity, gross domestic product.

SS.912.E.3.6: CLARIFICATIONS: Examples are Adam Smith, Malthus, Ricardo, Keyes, Friedman, Say, Gilder.

SS.911.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

SS.911.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

SS.911.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

SS.911.RH.1.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

SS.911.RH.1.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

SS.911.RH.1.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

SS.911.RH.2.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

SS.911.RH.2.2: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

SS.911.RH.3.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.RH.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.RH.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.RH.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.RH.1.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.RH.1.5: Write arguments focused on discipline-specific content.
LAFS.1112.WHST.1.1:
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.1112.WHST.1.2:
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

LAFS.1112.WHST.2.4:
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.2.5:
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.6:
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LAFS.1112.WHST.3.7:
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.8:
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LAFS.1112.WHST.3.9:
Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.1112.WHST.4.10:
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.N-Q.1.1:
Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

Standard Relation to Course: Supporting

MAFS.912.N-Q.1.2:
Define appropriate quantities for the purpose of descriptive modeling. ★

Clarifications:

Algebra 1 Content Notes:
Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

Standard Relation to Course: Supporting

MAFS.912.N-Q.1.3:
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.2.3:
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.2.4:
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.2.5:
Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.2.6:
Evaluate reports based on data. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.1:
Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

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<table>
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<tr>
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<tr>
<td>MAFS.912.S-ID.1.4:</td>
<td>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★</td>
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<tr>
<td>MAFS.K12.MP.1.1:</td>
<td>Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givers, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</td>
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<tr>
<td>MAFS.K12.MP.3.1:</td>
<td>Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can be made correct by connecting a familiar concept to the new idea. Argumentation, a research-based tool, will strengthen reasoning and the use of evidence. (See NCTM’s Principals and Standards for School Mathematics, the NCTM’s Professional Standards for Teaching Mathematics, and the National Council of Teachers of Mathematics.) As students advance through the grades they use evidence and argumentation more and more, and these tools are especially important in all secondary mathematics. In mathematics, the term argument is used to refer to a justification for a statement. As students advance in their study of mathematics, they will require increasingly sophisticated arguments and explanations. When constructing arguments, students will need to use a variety of tools, such as models and diagrams, and will need to consider how they use language to communicate their ideas. These arguments must be appropriate for the level of work being done. Mathematical arguments can be effective even if they are not fully formal, and the use of informal arguments is important. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</td>
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<tr>
<td>MAFS.K12.MP.5.1:</td>
<td>Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, high school students analyzing graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
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<tr>
<td>MAFS.K12.MP.6.1:</td>
<td>Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school, they have learned to examine claims and make explicit use of definitions.</td>
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<td>ELD.K12.FLL.SL.1:</td>
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### General Course Information and Notes

**GENERAL NOTES**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Honors and Advanced Level Course Note** - Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:**
Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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### GENERAL INFORMATION

- **Course Number:** 2102320
- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics >
- **Abbreviated Title:** ECON HON
- **Number of Credits:** Half credit (.5)
- **Course Length:** Semester (S)
- **Course Attributes:**
  - Honors
  - Class Size Core Required
- **Course Level:** 3

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### Educator Certifications

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (Grades 6-12)</td>
<td></td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SS.912.E.1.1</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
</tr>
<tr>
<td>SS.912.E.1.3</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.4</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.5</td>
<td>Compare different forms of business organizations.</td>
</tr>
<tr>
<td>SS.912.E.1.6</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
<tr>
<td>SS.912.E.1.7</td>
<td>Graph and explain how firms determine price and output through marginal cost analysis.</td>
</tr>
<tr>
<td>SS.912.E.1.8</td>
<td>Explain ways firms engage in price and nonprice competition.</td>
</tr>
<tr>
<td>SS.912.E.1.9</td>
<td>Describe how the earnings of workers are determined.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.10</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.11</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.12</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
</tr>
<tr>
<td>SS.912.E.1.13</td>
<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Describe credit, savings, and investment services available to the consumer from financial institutions.</td>
</tr>
<tr>
<td>SS.912.E.1.15</td>
<td>Compare the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.E.1.16</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.2.1</td>
<td>Identify and explain broad economic goals.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
</tr>
<tr>
<td>SS.912.E.2.2</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.2.3</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
</tr>
<tr>
<td>SS.912.E.2.4</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are shortage, surplus, other inefficiencies.</td>
</tr>
<tr>
<td>SS.912.E.2.5</td>
<td>Analyze how capital investments may impact productivity and economic growth.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are factories, machinery, technology, people.</td>
</tr>
<tr>
<td>SS.912.E.2.6</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are electric, water, cable, waste management.</td>
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<tr>
<td>SS.912.E.2.7</td>
<td>Identify the impact of inflation on society.</td>
</tr>
<tr>
<td>SS.912.E.2.8</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.E.2.9</td>
<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
</tr>
<tr>
<td>SS.912.E.2.10</td>
<td>Describe the organization and functions of the Federal Reserve System.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
</tr>
</tbody>
</table>
SS.912.E.2.11: Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.

SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

SS.912.E.3.1: Clarifications: Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

SS.912.E.3.3: Clarifications: Examples are NAFTA, CAFTA, Examples are quotas, tariffs.

SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.

SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

SS.912.E.3.6: Clarifications: Examples are Adam Smith, Malthus, Ricardo, Keynes, Say, Gilder.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who apply mathematics to real-world contexts:
- Use patterns and structure to help understand and connect mathematical concepts.
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifications:</td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
<th>Make inferences to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifications:</td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifications:</td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifications:</td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifications:</td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD.K12.ELL.SS.1:</th>
<th>English language learners communicate for social and instructional purposes within the school setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HE.912.C.2.4:</th>
<th>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifications:</td>
<td>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</td>
</tr>
</tbody>
</table>

General Course Information and Notes

**GENERAL NOTES**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:**

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE’s and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2102321

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics >

Abbreviated Title: AICE ECON 1 AS

Course Length: Year (Y)

Course Attributes:
- Advanced International Certificate of Education (AICE)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Economics

Educator Certifications

<table>
<thead>
<tr>
<th>Economics (Grades 6-12)</th>
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<td>Social Science (Grades 5-9)</td>
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GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2102322

Course Attributes:
- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Economics

Educator Certifications

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<td>Social Science (Grades 6-12)</td>
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</table>
General Course Information and Notes

VERSION DESCRIPTION


GENERAL INFORMATION

Course Number: 2102323
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics > Abbreviated Title: PRE-AICE ECON IG
Course Length: Semester (S)
Number of Credits: Half credit (.5)
Course Attributes:
- Advanced International Certificate of Education (AICE)
Grade Level(s): 9,10,11,12
Graduation Requirement: Economics

Course Type: Core Academic Course
Course Status: Course Approved

Educator Certifications

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General Course Information and Notes

VERSION DESCRIPTION

GENERAL INFORMATION

Course Number: 2102323
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics
Abbreviated Title: PRE-AICE ECON IG
Course Length: Semester (S)
Course Attributes:
- Advanced International Certificate of Education (AICE)
Course Level: 3
Grade Level(s): 9,10,11,12
Graduation Requirement: Economics

Educator Certifications

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General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2102324

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics > Abbreviated Title: AICE BUSINESS 1 AS

Course Length: Year (Y)

Course Attributes:
- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

- Economics (Grades 6-12)
- Social Science (Grades 6-12)
- Business Education (Grades 6-12)
General Course Information and Notes

GENERAL NOTES


### GENERAL INFORMATION

- **Course Number:** 2102325
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics
- **Abbreviated Title:** AICE BUSINESS 2 AL
- **Course Length:** Year (Y)
- **Course Attributes:**
  - Advanced International Certificate of Education (AICE)
- **Course Status:** Course Approved
- **Course Level:** 3
- **Number of Credits:** One (1) credit
- **Grade Level(s):** 9, 10, 11, 12

### Educator Certifications

- Economics (Grades 6-12)
- Social Science (Grades 6-12)
- Business Education (Grades 6-12)
General Course Information and Notes

VERSION DESCRIPTION


GENERAL INFORMATION

**Course Number:** 2102326

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9, 10, 11, 12

**Course Path:** Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 9 to 12 and Adult

Education Courses > Subject: Social Studies

SubSubject: Economics

Abbreviated Title: PRE-AICE BUS STUD IG

**Course Length:** Year (Y)

**Course Attributes:**
- Advanced International Certificate of Education (AICE)

**Course Level:** 3

Educator Certifications

<table>
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<td>Business Education (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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Cambridge Pre-AICE Business Studies IGCSE Level (#2102326) 2014 - And Beyond (current)
### Course Standards

<table>
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<th>Name</th>
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| SS.912.E.1.1: | Identify the factors of production and why they are necessary for the production of goods and services.  
**Clarifications:** Examples are land, labor, capital, entrepreneurship. |
| SS.912.E.1.2: | Analyze production possibilities curves to explain choice, scarcity, and opportunity costs. |
| SS.912.E.1.3: | Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce? |
| SS.912.E.1.4: | Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.  
**Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation. |
| SS.912.E.1.5: | Compare different forms of business organizations.  
**Clarifications:** Examples are land, labor, capital, entrepreneurship. |
| SS.912.E.1.6: | Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition). |
| SS.912.E.1.7: | Graph and explain how firms determine price and output through marginal cost analysis. |
| SS.912.E.1.8: | Explain ways firms engage in price and nonprice competition. |
| SS.912.E.1.9: | Describe how the earnings of workers are determined.  
**Clarifications:** Examples are minimum wage, the market value of the product produced, workers' productivity. |
| SS.912.E.1.10: | Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth. |
| SS.912.E.1.11: | Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth. |
| SS.912.E.1.12: | Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).  
**Clarifications:** Examples are shortage, surplus, other inefficiencies. |
| SS.912.E.1.13: | Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States. |
| SS.912.E.1.14: | Compare credit, savings, and investment services available to the consumer from financial institutions.  
**Clarifications:** Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts. |
| SS.912.E.1.15: | Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.  
**Clarifications:** Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.  
Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.  
Examples of a credit plan are interest rates, credit scores, payment plan. |
| SS.912.E.1.16: | Identify and explain broad economic goals.  
**Clarifications:** Examples are freedom, efficiency, equity, security, growth, price stability, full employment. |
| SS.912.E.1.17: | Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives. |
| SS.912.E.1.18: | Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. |
| SS.912.E.1.19: | Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.  
**Clarifications:** Examples are shortage, surplus, other inefficiencies. |
| SS.912.E.1.20: | Analyze how capital investments may impact productivity and economic growth.  
**Clarifications:** Examples are factories, machinery, technology, people. |
| SS.912.E.1.21: | Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.  
**Clarifications:** Examples are electric, water, cable, waste management. |
| SS.912.E.1.22: | Identify the impact of inflation on society. |
| SS.912.E.1.23: | Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).  
**Clarifications:** Examples are income, sales, social security. |
| SS.912.E.1.24: | Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt. |
| SS.912.E.1.25: | Describe the organization and functions of the Federal Reserve System. |
Assess the economic impact of negative and positive externalities on the local, state, and national environment.

**Clarifications:**
Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.

**SS.912.E.2.11:**

Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

**SS.912.E.2.12:**

Demonstrate the impact of inflation on world economies.

**SS.912.E.3.1:**

**Clarifications:**
Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

**SS.912.E.3.2:**

Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

**SS.912.E.3.3:**

Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

**SS.912.E.3.4:**

Assess the economic impact of negative and positive externalities on the local, state, and national environment.

**SS.912.E.3.5:**

**SS.912.E.3.6:**

Compare the current United States economy with other developed and developing nations.

**SS.912.FL.1.1:**

Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.

**SS.912.FL.1.2:**

Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain potential future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.

**SS.912.FL.1.3:**

Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

**SS.912.FL.1.4:**

Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.

**SS.912.FL.1.5:**

Discuss the effect of a recession on the unemployment rate.

**SS.912.FL.1.6:**

Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

**SS.912.FL.1.7:**

Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.
SS.912.FL.2.2: Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Clarifications:**
- Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

SS.912.FL.2.3: Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Clarifications:**
- Explain the factors that a consumer who is buying an automobile should consider before making a choice.

SS.912.FL.2.4: Describe ways that consumers may be influenced by how the price of a good is expressed.

**Clarifications:**
- Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price.
- List different ways retailers use to express the prices of their products.

SS.912.FL.2.5: Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:**
- Write a newspaper column, “Tips for Consumers,” explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

SS.912.FL.2.6: Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Clarifications:**
- Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

SS.912.FL.2.7: Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Clarifications:**
- Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

SS.912.FL.3.1: Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

**Clarifications:**
- Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.

SS.912.FL.3.2: Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Clarifications:**
- Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

SS.912.FL.3.3: Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

**Clarifications:**
- Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

SS.912.FL.3.4: Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

**Clarifications:**
- Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

SS.912.FL.3.5: Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

**Clarifications:**
- Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

SS.912.FL.3.6: Describe government policies that create incentives and disincentives for people to save.

**Clarifications:**
- Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

SS.912.FL.3.7: Explain how employer benefit programs create incentives and disincentives to save and how an employee’s decision to save can depend on how the alternatives are presented by the employer.

**Clarifications:**
- Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."

SS.912.FL.4.1: Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Clarifications:**
- Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

SS.912.FL.4.2: Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

**Clarifications:**
Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

**Clarifications:**
- Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.
- Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

Explain why a bank may offer low-rate introductory credit offers.

**SS.912.FL.4.3:**
- Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

**SS.912.FL.4.4:**
- Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

**SS.912.FL.4.5:**
- Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.

**SS.912.FL.4.6:**
- Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.

**SS.912.FL.4.7:**
- Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

**SS.912.FL.4.8:**
- Explain why a bank may offer low-rate introductory credit offers.

**SS.912.FL.4.9:**
- Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

**SS.912.FL.4.10:**
- Analyze the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

**SS.912.FL.4.11:**
- Explain that certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

**SS.912.FL.4.12:**
- Explain why employers find it useful to hire someone with a better credit score.

**SS.912.FL.4.13:**
- Explain why a bank may offer low-rate introductory credit offers.

**SS.912.FL.4.14:**
- Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

**SS.912.FL.4.15:**
- Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

**SS.912.FL.5.1:**
- Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.

**SS.912.FL.5.2:**
- Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

**SS.912.FL.5.3:**
- Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

**SS.912.FL.5.4:**
- Explain why employers find it useful to hire someone with a better credit score.

**SS.912.FL.5.5:**
- Identify the costs and benefits associated with using different credit counseling services.

**SS.912.FL.5.6:**
- Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.

**SS.912.FL.5.7:**
- Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

**SS.912.FL.5.8:**
- Predict what might happen should a homeowner fail to make his or her mortgage payments.

**SS.912.FL.5.9:**
- Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

**SS.912.FL.5.10:**
- Explain why consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

**SS.912.FL.5.11:**
- Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.

**SS.912.FL.5.12:**
- Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

**SS.912.FL.5.13:**
- Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

**SS.912.FL.5.14:**
- Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.

**SS.912.FL.5.15:**
- Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

**SS.912.FL.5.16:**
- Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.

**SS.912.FL.5.17:**
- Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.
SS.912.FL.5.5: Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

SS.912.FL.5.6: Describe how diversifying investments in different types of financial assets can lower investment risk.

SS.912.FL.5.7: Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

SS.912.FL.5.8: Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.

SS.912.FL.5.9: Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.

SS.912.FL.5.10: Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.

SS.912.FL.5.11: Describe an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.

SS.912.FL.5.12: Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

SS.912.FL.6.1: Discuss whether or not a premium paid to insure against an accident that never happens is wasted.

SS.912.FL.6.2: Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.

SS.912.FL.6.3: Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

SS.912.FL.6.4: Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.

SS.912.FL.6.5: Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).

SS.912.FL.6.6: Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

SS.912.FL.6.7: Describe an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.

SS.912.FL.6.8: Identify an example of why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense.

SS.912.FL.6.9: Explain how the portfolio of a retiree might differ from that of a young, single person.

SS.912.FL.6.10: Explain how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

SS.912.FL.6.11: Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.

SS.912.FL.6.12: Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.

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SS.912.FL.6.20: Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).

SS.912.FL.6.21: Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

SS.912.FL.6.22: Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an
SS.912.FL.6.7: Discuss the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.FL.6.8: Evaluate reports based on data.

SS.912.FL.6.9: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

SS.912.FL.6.10: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

MAFS.912.N-Q.1.2: Define appropriate quantities for the purpose of descriptive modeling. ★

MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

MAFS.912.S-ID.1.4: Use statistics appropriate to the shape of the data distribution to compare median (center), mean, standard deviation of median and standard deviation of two or more different data sets. ★

SS.912.FL.6.11: Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.

SS.912.FL.6.12: Recommend actions a victim of identity theft should take to limit losses and restore personal security.

SS.912.FL.6.13: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

SS.912.FL.6.14: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

SS.912.FL.6.15: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

SS.912.FL.6.16: Evaluate reports based on data.

SS.912.FL.6.17: Represent data with plots on the real number line (dot plots, histograms, and box plots).

SS.912.FL.6.18: Use statistics appropriate to the shape of the data distribution to compare median (center), mean, standard deviation of median and standard deviation of two or more different data sets.

SS.912.FL.6.19: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

SS.912.FL.6.20: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

SS.912.FL.6.21: Make sense of problems and persevere in solving them.
MAFS.K12.MP.1.1:
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get a different perspective on the problem. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using different methods, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1:
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Use appropriate tools strategically.

MAFS.K12.MP.5.1:
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, a graphing technology is very useful for finding precise maximum and minimum points of a function, but often less helpful for visualizing the function as a whole. Proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Attend to precision.

MAFS.K12.MP.6.1:
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of symbols when they choose them, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give careful formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

LAFS.1112.RH.1.1:
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2:
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3:
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2.4:
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
   c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.1:
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.2:
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4:
Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LAFS.1112.WHST.1.1:  

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.1112.WHST.1.2:  

a. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

LAFS.1112.WHST.2.4:  

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.2.5:  

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.6:  

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ELD.K12.C.2.4:  

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.C.2.5:  

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.9.12.C.2.4:  

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:  
Social skills. To access social skills. To access social skills. To access social skills.

General Course Information and Notes

GENERAL NOTES

Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes:  
Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpsalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html? 
Action=CMDSDocument&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

Finance Your Future

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The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

**GENERAL INFORMATION**

- **Course Number:** 2102335
- **Number of Credits:** Half credit (.5)
- **Course Type:** Core Academic Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Economics
- **Course Path: Section:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics > Abbreviated Title: ECON FIN LIT
- **Course Length:** Semester (S)
- **Course Attributes:**
  - Class Size Core Required
- **Course Level:** 2

**Educator Certifications**

<table>
<thead>
<tr>
<th>Economics (Grades 6-12)</th>
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<td>Social Science (Grades 5-9)</td>
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<td>History (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.E.1.1:</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services. <strong>Clarifications:</strong> Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2:</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
</tr>
<tr>
<td>SS.912.E.1.3:</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.4:</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td>SS.912.E.1.5:</td>
<td>Compare different forms of business organizations. <strong>Clarifications:</strong> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.6:</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
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<tr>
<td>SS.912.E.1.7:</td>
<td>Graph and explain how firms determine price and output through marginal cost analysis.</td>
</tr>
<tr>
<td>SS.912.E.1.8:</td>
<td>Explain ways firms engage in price and nonprice competition.</td>
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<tr>
<td>SS.912.E.1.9:</td>
<td>Describe how the earnings of workers are determined. <strong>Clarifications:</strong> Examples are minimum wage, the market value of the product produced, workers’ productivity.</td>
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<tr>
<td>SS.912.E.1.10:</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
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<tr>
<td>SS.912.E.1.11:</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.12:</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
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<tr>
<td>SS.912.E.1.13:</td>
<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
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<tr>
<td>SS.912.E.1.14:</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
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<tr>
<td>SS.912.E.1.15:</td>
<td>Describe the risk and return profiles of various investment vehicles and the importance of diversification. <strong>Clarifications:</strong> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
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<tr>
<td>SS.912.E.1.16:</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <strong>Clarifications:</strong> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.E.2.1:</td>
<td>Identify and explain broad economic goals. <strong>Clarifications:</strong> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
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<tr>
<td>SS.912.E.2.2:</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
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<td>SS.912.E.2.3:</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
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<td>SS.912.E.2.4:</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. <strong>Clarifications:</strong> Examples are shortage, surplus, other inefficiencies.</td>
</tr>
<tr>
<td>SS.912.E.2.5:</td>
<td>Analyze how capital investments may impact productivity and economic growth. <strong>Clarifications:</strong> Examples are factories, machinery, technology, people.</td>
</tr>
<tr>
<td>SS.912.E.2.6:</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <strong>Clarifications:</strong> Examples are electric, water, cable, waste management.</td>
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<td>SS.912.E.2.7:</td>
<td>Identify the impact of inflation on society.</td>
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<tr>
<td>SS.912.E.2.8:</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <strong>Clarifications:</strong> Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.E.2.9:</td>
<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
</tr>
<tr>
<td>SS.912.E.2.10:</td>
<td>Describe the organization and functions of the Federal Reserve System.</td>
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</table>
Assess the economic impact of negative and positive externalities on the local, state, and national environment.

**Clarifications:**
- Examples of negative are pollution, global warming.
- Examples of positive are pure water, better air quality.

Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

Demonstrate the impact of inflation on world economies.

**Clarifications:**
- Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

**Clarifications:**
- Examples are NAFTA, CAFTA.
- Examples are quotas, tariffs.

Assess the economic impact of negative and positive externalities on the international environment.

- Examples of negative are pollution, global warming.
- Examples of positive are pure water, better air quality.

Compare the current United States economy with other developed and developing nations.

**Clarifications:**
- Examples are standard of living, exchange rates, productivity, gross domestic product.

Differentiate and draw conclusions about historical economic thought theorized by economists.

**Clarifications:**
- Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.

**Clarifications:**
- Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.

Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.

**Clarifications:**
- Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market.
- Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.

Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

**Clarifications:**
- Compare the benefits and costs of a college education to those of a technical school.
- Compare the unemployment rates of workers with different levels of education.

Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.

**Clarifications:**
- Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.
- Discuss why the productivity of workers is important to businesses.

Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.

**Clarifications:**
- Explain how an increase in the demand for mobile applications might impact the wages paid to software developers.
- Explain the effects of a recession on the unemployment rate.
- Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.

**Clarifications:**
- Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending.
- Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.

**Clarifications:**
- Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.

Investigate the tax rates on different sources of income and on different types of goods that are purchased.

**Clarifications:**
- Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.
Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others. 

**Clarifications:**
Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Clarifications:**
Describe the factors that a consumer who is buying an automobile should consider before making a choice.

Discuss ways that consumers may be influenced by how the price of a good is expressed.

**Clarifications:**
Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price.
List different ways retailers use to express the prices of their products.

Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:**
Write a newspaper column, “Tips for Consumers,” explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Clarifications:**
Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Clarifications:**
Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

**Clarifications:**
Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.

Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Clarifications:**
Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

**Clarifications:**
Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

**Clarifications:**
Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

**Clarifications:**
Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

Describe government policies that create incentives and disincentives for people to save.

**Clarifications:**
Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.

**Clarifications:**
Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees “opt out” of savings programs results in a higher level of saving than having them “opt in.”

Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Clarifications:**
Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.
### SS.912.FL.4.3
Explain why a bank may offer low-rate introductory credit offers.

### SS.912.FL.4.4
- **Clarifications:** Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

### SS.912.FL.4.5
- **Clarifications:** List factors from an individual’s credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.

### SS.912.FL.4.6
- **Clarifications:** Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

### SS.912.FL.4.7
- **Clarifications:** Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.

### SS.912.FL.4.8
- **Clarifications:** Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

### SS.912.FL.4.9
- **Clarifications:** Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

### SS.912.FL.4.10
- **Clarifications:** Identify the costs and benefits associated with using different credit counseling services.

### SS.912.FL.4.11
- **Clarifications:** Predict what might happen should a homeowner fail to make his or her mortgage payments.

### SS.912.FL.4.12
- **Clarifications:** Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

### SS.912.FL.4.13
- **Clarifications:** Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.

### SS.912.FL.5.1
- **Clarifications:** Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.

### SS.912.FL.5.2
- **Clarifications:** Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

### SS.912.FL.5.3
- **Clarifications:** Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

### SS.912.FL.5.4
- **Clarifications:** Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.
Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

Clarifications:
Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.

Describe how diversifying investments in different types of financial assets can lower investment risk.

Clarifications:
Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.

Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

Clarifications:
Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.

Explain that people may be required by governments or by certain types of insurance to purchase some types of insurance.

Clarifications:
Explain why it is important for individuals to have accurate information about a company’s sales and profits when investing in that company.

Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.

Clarifications:
Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida’s regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.

Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

Clarifications:
Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.
individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.

**Clarifications:**
- Discuss the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.

**SS.912.FL.6.7:** Discuss the factors and processes that contribute to the differences between developing and developed regions of the world.

**Clarifications:**
- Use geographic terms and tools to explain differing perspectives on the world.

**SS.912.FL.6.8:** Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently.

**Clarifications:**
- Describe problems that can occur when an individual is a victim of identity theft.
- Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.
- Discuss the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

**SS.912.FL.6.9:** Recommend actions a victim of identity theft should take to limit losses and restore personal security.

**Clarifications:**
- Discuss problems that can occur when an individual is a victim of identity theft.
- Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.
- Discuss the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

**SS.912.FL.6.10:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

**Clarifications:**
- Examples are cultural imperialism, outsourcing.

**MA.K12.MTR.1.1:** Teachers who encourage students to participate actively in effortful learning both individually and with others:

- **Clarifications:**
  - Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

**MA.K12.MTR.2.1:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- **Clarifications:**
  - Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:** Complete tasks with mathematical fluency.

- **Clarifications:**
  - Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**SS.912.G.2.2:** Compare the factors and processes that contribute to the differences between developing and developed regions of the world.

**Clarifications:**
- Use geographic terms and tools to explain differing perspectives on the world.

**SS.912.G.3.3:** Use geographic terms and tools to analyze case studies of issues in globalization.

**Clarifications:**
- Examples are cultural imperialism, outsourcing.
<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td>Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td>Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td>Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td>Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td>Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use patterns and structure to help understand and connect mathematical concepts.</td>
</tr>
<tr>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td>- Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
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<tbody>
<tr>
<td>Assess the reasonableness of solutions.</td>
</tr>
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</tr>
<tr>
<td>- Estimate to discover possible solutions.</td>
</tr>
<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
</tr>
<tr>
<td>- Check calculations when solving problems.</td>
</tr>
<tr>
<td>- Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1:</th>
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<tbody>
<tr>
<td>Apply mathematics to real-world contexts.</td>
</tr>
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<td>Mathematicians who apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>- Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td>- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite evidence to explain and justify reasoning.</td>
</tr>
</tbody>
</table>

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
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<tbody>
<tr>
<td>Read and comprehend grade-level complex texts proficiently.</td>
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</tbody>
</table>

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.
| ELA.K12.EE.3.1: | **Make inferences to support comprehension.**
| **Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |
| ELA.K12.EE.4.1: | **Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**
| **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
| ELA.K12.EE.5.1: | **Use the accepted rules governing a specific format to create quality work.**
| **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| ELA.K12.EE.6.1: | **Use appropriate voice and tone when speaking or writing.**
| **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |
| ELD.K12.ELL.SS.1: | English language learners communicate for social and instructional purposes within the school setting. |
| ELD.K12.ELL.SS.1: | **Clarifications:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |
| HE.912.C.2.4: | **Evaluate how public health policies and government regulations can influence health promotion and disease prevention.**
| **Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability. |

### General Course Information and Notes

#### GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Special Notes:**

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/SS.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/SS.pdf)

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CM5_Document&DocID=439](http://www.fasa.net/4DCGI/cms/review.html?Action=CM5_Document&DocID=439). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**Finance Your Future**

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access
this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

**GENERAL INFORMATION**

**Course Number:** 2102335

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics>

**Abbreviated Title:** ECON FIN LIT

**Course Length:** Semester (S)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Economics

**Educator Certifications**

<table>
<thead>
<tr>
<th>Educator Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.E.1.1</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
<td>Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
<td></td>
</tr>
<tr>
<td>SS.912.E.1.3</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?</td>
<td></td>
</tr>
<tr>
<td>SS.912.E.1.4</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
<td></td>
</tr>
<tr>
<td>SS.912.E.1.5</td>
<td>Compare different forms of business organizations.</td>
<td>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.6</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
<td></td>
</tr>
<tr>
<td>SS.912.E.1.7</td>
<td>Graph and explain how firms determine price and output through marginal cost analysis.</td>
<td></td>
</tr>
<tr>
<td>SS.912.E.1.8</td>
<td>Explain ways firms engage in price and nonprice competition.</td>
<td></td>
</tr>
<tr>
<td>SS.912.E.1.9</td>
<td>Describe how the earnings of workers are determined.</td>
<td></td>
</tr>
<tr>
<td>SS.912.E.1.10</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.11</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.12</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.13</td>
<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.14</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.15</td>
<td>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.16</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.2.1</td>
<td>Identify and explain broad economic goals.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.2.2</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.2.3</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.2.4</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.2.5</td>
<td>Analyze how capital investments may impact productivity and economic growth.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.2.6</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.2.7</td>
<td>Identify the impact of inflation on society.</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.2.8</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
</tbody>
</table>
Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.

Describe the organization and functions of the Federal Reserve System.

Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

Assess the economic impact of negative and positive externalities on the local, state, and national environment.

Discuss how people's sources of income, amount of income, as well as risk, family, or location.

Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.

Discuss why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.

Compare the unemployment rates of workers with different levels of education.

Compare the benefits and costs of a college education to those of a technical school.

Compare the unemployment rates of workers with different levels of education.

Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.

Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.

Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

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Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.

Discuss why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.

Compare the unemployment rates of workers with different levels of education.

Compare the benefits and costs of a college education to those of a technical school.

Compare the unemployment rates of workers with different levels of education.

Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.

Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.

Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

Compare ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

Assess the economic impact of negative and positive externalities on the local, state, and national environment.

Discuss how people's sources of income, amount of income, as well as risk, family, or location.

Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.

Discuss why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.

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Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

Compare ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.
SS.912.FL.2.1: his or her preferences.

**Clarifications:**
Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

SS.912.FL.2.2: Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Clarifications:**
Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.

SS.912.FL.2.3: Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Clarifications:**
Explain the factors that a consumer who is buying an automobile should consider before making a choice.

SS.912.FL.2.4: Describe ways that consumers may be influenced by how the price of a good is expressed.

**Clarifications:**
List different ways retailers use to express the prices of their products.

SS.912.FL.2.5: Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:**
Write a newspaper column, “Tips for Consumers,” explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

SS.912.FL.2.6: Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Clarifications:**
Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

SS.912.FL.2.7: Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Clarifications:**
Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

SS.912.FL.3.1: Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

**Clarifications:**
Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

SS.912.FL.3.2: Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Clarifications:**
Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

SS.912.FL.3.3: Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

**Clarifications:**
Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

SS.912.FL.3.4: Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

**Clarifications:**
Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

SS.912.FL.3.5: Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

**Clarifications:**
Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

SS.912.FL.3.6: Describe government policies that create incentives and disincentives for people to save.

**Clarifications:**
Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

SS.912.FL.3.7: Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.

**Clarifications:**
Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."

SS.912.FL.4.1: Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Clarifications:**
Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.
SS.912.FL.4.2: Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

**Clarifications:**
- Explain why a bank may offer low-rate introductory credit offers.

SS.912.FL.4.3: Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

**Clarifications:**
- Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

SS.912.FL.4.4: Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

**Clarifications:**
- Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

SS.912.FL.4.5: Clarify that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.

**Clarifications:**
- Discuss how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.
- Explain that lenders make credit decisions based on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.
- Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.
- Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full protection against discrimination and abusive marketing or collection practices.
- Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.
- Describe the taxes effect on the after-tax rate of return of an investment.
- Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.
- Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.
- Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.
- Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.
- Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.
- Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.
- Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>SS.912.FL.5.4</td>
<td>Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.</td>
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<tr>
<td>SS.912.FL.5.5</td>
<td>Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.</td>
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<tr>
<td>SS.912.FL.6.6</td>
<td>Describe how diversifying investments in different types of financial assets can lower investment risk.</td>
</tr>
<tr>
<td>SS.912.FL.6.4</td>
<td>Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.</td>
</tr>
<tr>
<td>SS.912.FL.6.2</td>
<td>Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.</td>
</tr>
<tr>
<td>SS.912.FL.6.1</td>
<td>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</td>
</tr>
<tr>
<td>SS.912.FL.5.10</td>
<td>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</td>
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<tr>
<td>SS.912.FL.5.11</td>
<td>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</td>
</tr>
<tr>
<td>SS.912.FL.5.12</td>
<td>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</td>
</tr>
<tr>
<td>SS.912.FL.5.12</td>
<td>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</td>
</tr>
<tr>
<td>SS.912.FL.5.1</td>
<td>Clariﬁcations: Given an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.</td>
</tr>
<tr>
<td>SS.912.FL.5.9</td>
<td>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</td>
</tr>
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<td>Clarifications: Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</td>
</tr>
<tr>
<td>SS.912.FL.5.11</td>
<td>Clarifications: Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</td>
</tr>
<tr>
<td>SS.912.FL.5.12</td>
<td>Clarifications: Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</td>
</tr>
<tr>
<td>SS.912.FL.6.2</td>
<td>Clarifications: Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</td>
</tr>
<tr>
<td>SS.912.FL.6.3</td>
<td>Clarifications: Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</td>
</tr>
<tr>
<td>SS.912.FL.6.4</td>
<td>Clarifications: Explain why homeowner's insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</td>
</tr>
<tr>
<td>SS.912.FL.6.5</td>
<td>Clarifications: Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</td>
</tr>
<tr>
<td>SS.912.FL.6.6</td>
<td>Clarifications: Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</td>
</tr>
</tbody>
</table>
SS.912.FL.6.10: Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.

Clarifications:
Recommend actions a victim of identity theft should take to limit losses and restore personal security.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

Clarifications:
Examples are cultural imperialism, outsourcing.

MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

Standard Relation to Course: Supporting

MAFS.912.N-Q.1.2: Define appropriate quantities for the purpose of descriptive modeling. ★

Clarifications:
Algebra 1 Content Notes:
Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

Standard Relation to Course: Supporting

MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.6: Evaluate reports based on data. ★

Standard Relation to Course: Supporting

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

SS.912.S-ID.1.1: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

SS.912.S-ID.1.2: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

SS.912.S-ID.1.3: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

SS.912.S-ID.1.4: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.3.1: Make sense of problems and persevere in solving them.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

Use appropriate tools strategically.

MAFS.K12.MP.5.1: Make sense of problems and persevere in solving them.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard Relation to Course: Supporting

ATTEND TO PRECISION.

MAFS.K12.MP.6.1: Make sense of problems and persevere in solving them.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measurement, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give precise calculations. In later grades, students learn to determine domains to which an argument applies.

Standard Relation to Course: Supporting

LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims,
LAFS.1112.WHST.1.1: Write informative/explanatory texts, including the narration of historical events, scientific procedures, experiments, or technical processes.

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on the previous one to create a unified whole; include an introductory statement, body paragraphs, and a concluding statement or section that follows from and supports the information or explanation provided.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Special Notes:
Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End of Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End of Course assessment retake.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any learning reason: Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard
should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt,Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

GENERAL INFORMATION

- **Course Number:** 2102340
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics
- **Abbreviated Title:** ECON FIN LIT CR
- **Number of Credits:** Half credit (.5)
- **Course Type:** Credit Recovery
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Course Level:** 2
- **Course Attributes:** Class Size Core Required

Educator Certifications

- Economics (Grades 6-12)
- Social Science (Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.E.1.1:</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services. <strong>Clarifications:</strong> Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2:</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
<tr>
<td>SS.912.E.1.3:</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
</tr>
<tr>
<td>SS.912.E.1.4:</td>
<td>Demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td>SS.912.E.1.5:</td>
<td>Compare different forms of business organizations. <strong>Clarifications:</strong> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.6:</td>
<td>Describe how the earnings of workers are determined. <strong>Clarifications:</strong> Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.7:</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.8:</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <strong>Clarifications:</strong> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.E.1.9:</td>
<td>Identify and explain broad economic goals. <strong>Clarifications:</strong> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
</tr>
<tr>
<td>SS.912.E.1.10:</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.1.11:</td>
<td>Analyze consumer behavior to explain how market demand is determined. <strong>Clarifications:</strong> Examples are electric, water, cable, waste management.</td>
</tr>
<tr>
<td>SS.912.E.1.12:</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
</tr>
<tr>
<td>SS.912.E.1.13:</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. <strong>Clarifications:</strong> Examples are shortage, surplus, other inefficiencies.</td>
</tr>
<tr>
<td>SS.912.E.1.14:</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions. <strong>Clarifications:</strong> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.15:</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <strong>Clarifications:</strong> Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.E.2.9</td>
<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
</tr>
<tr>
<td>SS.912.E.2.10</td>
<td>Describe the organization and functions of the Federal Reserve System.</td>
</tr>
<tr>
<td>SS.912.E.2.11</td>
<td>Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.2.12</td>
<td>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.</td>
</tr>
<tr>
<td>SS.912.E.3.1</td>
<td>Clarifications: Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.3.2</td>
<td>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.</td>
</tr>
<tr>
<td>SS.912.E.3.3</td>
<td>Clarifications: Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>SS.912.E.3.4</td>
<td>Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.3.5</td>
<td>Compare the current United States economy with other developed and developing nations.</td>
</tr>
<tr>
<td>SS.912.E.3.6</td>
<td>Clarifications: Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</td>
</tr>
<tr>
<td>SS.912.FL.1.1</td>
<td>Clarifications: Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</td>
</tr>
<tr>
<td>SS.912.FL.1.2</td>
<td>Clarifications: Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.</td>
</tr>
<tr>
<td>SS.912.FL.1.3</td>
<td>Clarifications: Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.</td>
</tr>
<tr>
<td>SS.912.FL.1.4</td>
<td>Clarifications: Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.</td>
</tr>
<tr>
<td>SS.912.FL.1.5</td>
<td>Clarifications: Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.</td>
</tr>
<tr>
<td>SS.912.FL.1.6</td>
<td>Clarifications: Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</td>
</tr>
<tr>
<td>SS.912.FL.1.7</td>
<td>Clarifications: Investigate the tax rates on different sources of income and on different types of goods that are purchased.</td>
</tr>
</tbody>
</table>

Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as...
| SS.912.FL.2.1:  | his or her preferences. | **Clarifications:** Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors. |
| SS.912.FL.2.2:  | Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others. | **Clarifications:** Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community. |
| SS.912.FL.2.3:  | Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs. | **Clarifications:** Explain the factors that a consumer who is buying an automobile should consider before making a choice. |
| SS.912.FL.2.4:  | Describe ways that consumers may be influenced by how the price of a good is expressed. | **Clarifications:** Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. |
| SS.912.FL.2.5:  | Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information. | **Clarifications:** Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase. |
| SS.912.FL.2.6:  | Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating. | **Clarifications:** Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization. |
| SS.912.FL.2.7:  | Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud. | **Clarifications:** Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase. |
| SS.912.FL.3.1:  | Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future. | **Clarifications:** Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases. |
| SS.912.FL.3.2:  | Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation. | **Clarifications:** Explain why savers expect a higher nominal interest rate when inflation is expected to be high. |
| SS.912.FL.3.3:  | Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow. | **Clarifications:** Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings. |
| SS.912.FL.3.4:  | Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest. | **Clarifications:** Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now. |
| SS.912.FL.3.5:  | Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system. | **Clarifications:** Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments. |
| SS.912.FL.3.6:  | Describe government policies that create incentives and disincentives for people to save. | **Clarifications:** Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save. |
| SS.912.FL.3.7:  | Explain how employer benefit programs create incentives and disincentives to save and how an employee’s decision to save can depend on how the alternatives are presented by the employer. | **Clarifications:** Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in." |
| SS.912.FL.4.1:  | Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments. | **Clarifications:** Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product. |
SS.912.FL.4.2: Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

**Clarifications:**
- Explain why a bank may offer low-rate introductory credit offers.

SS.912.FL.4.3: Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

SS.912.FL.4.4: Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

**Clarifications:**
- Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.
- Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

SS.912.FL.4.5: Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers’ credit and payment histories and provide that information to lenders in credit reports.

**Clarifications:**
- List factors from an individual's credit history or credit application that may cause a lender to deny credit.
- Explain what credit bureaus do.

SS.912.FL.4.6: Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.

** Clarifications:**
- Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

SS.912.FL.4.7: Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.

**Clarifications:**
- Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.

SS.912.FL.4.8: Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

**Clarifications:**
- Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

SS.912.FL.4.9: Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

**Clarifications:**
- Identify the costs and benefits associated with using different credit counseling services.
- Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.
- Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.

SS.912.FL.4.10: Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.

SS.912.FL.4.11: Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

**Clarifications:**
- Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

SS.912.FL.4.12: Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

**Clarifications:**
- Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.

SS.912.FL.4.13: Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.

**Clarifications:**
- Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.
- Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

SS.912.FL.5.2: Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

SS.912.FL.5.3: Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.

**Clarifications:**
- Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

SS.912.FL.5.1: Explain that bonds and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

**Clarifications:**
- Explain why a bank may offer low-rate introductory credit offers.

SS.912.FL.5.4: Explain that bonds can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

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SS.912.FL.5.8: Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.

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**Clarifications:**
- Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.

SS.912.FL.5.14: Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.

**Clarifications:**
- Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.
- Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

SS.912.FL.5.15: Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

SS.912.FL.5.16: Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.

**Clarifications:**
- Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

SS.912.FL.5.17: Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return,
SS.912.FL.5.4: Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.

SS.912.FL.5.5: Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.

SS.912.FL.5.6: Describe how diversifying investments in different types of financial assets can lower investment risk.

SS.912.FL.5.7: Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

SS.912.FL.5.8: Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.

SS.912.FL.5.9: Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.

SS.912.FL.6.1: Explain that homeowners insurance is required by a lender when a homeowner takes out a mortgage.

SS.912.FL.6.2: Investigate Florida’s regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.

SS.912.FL.6.3: Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.

SS.912.FL.6.4: Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).

SS.912.FL.6.5: Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.
SS.912.FL.6.7: Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.

Clarifications:
- Discuss the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.

SS.912.FL.6.8: Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.

Clarifications:
- Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.

SS.912.FL.6.9: Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.

Clarifications:
- Describe problems that can occur when an individual is a victim of identity theft.
- Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.
- Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

SS.912.FL.6.10: Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.

Clarifications:
- Recommend actions a victim of identity theft should take to limit losses and restore personal security.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

Clarifications:
- Examples are cultural imperialism, outsourcing.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.
- Mathematicians who demonstrate understanding by representing problems in multiple ways:
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.
- Mathematicians who complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

Clarifications:
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.
Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must use instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

GENERAL NOTES

Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Special Notes:
Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high school students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games, and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the [standard high school diploma requirement per Section 1003.4282, Florida Statutes](#). A crosswalk of Financial Literacy standards and benchmarks can be found here.

### GENERAL INFORMATION

- **Course Number:** 2102340
- **Number of Credits:** Half credit (.5)
- **Course Type:** Credit Recovery
- **Course Status:** State Board Approved
- **Course Level(s):** 9,10,11,12

### Educator Certifications

- Economics (Grades 6-12)
- Social Science (Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 6-12)
# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| SS.912.E.1.1: | Identify the factors of production and why they are necessary for the production of goods and services.  
**Clarifications:** Examples are land, labor, capital, entrepreneurship. |
| SS.912.E.1.2: | Analyze production possibilities curves to explain choice, scarcity, and opportunity costs. |
| SS.912.E.1.3: | Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce? |
| SS.912.E.1.4: | Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.  
**Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation. |
| SS.912.E.1.5: | Compare different forms of business organizations.  
**Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation. |
| SS.912.E.1.6: | Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition). |
| SS.912.E.1.7: | Graph and explain how firms determine price and output through marginal cost analysis. |
| SS.912.E.1.8: | Explain ways firms engage in price and nonprice competition.  
**Clarifications:** Examples are minimum wage, the market value of the product produced, workers' productivity. |
| SS.912.E.1.9: | Describe how the earnings of workers are determined.  
**Clarifications:** Examples are minimum wage, the market value of the product produced, workers' productivity. |
| SS.912.E.1.10: | Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth. |
| SS.912.E.1.11: | Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth. |
| SS.912.E.1.12: | Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).  
**Clarifications:** Examples are shortage, surplus, other inefficiencies. |
| SS.912.E.1.13: | Compare credit, savings, and investment services available to the consumer from financial institutions. |
| SS.912.E.1.14: | Compare different forms of business organizations.  
**Clarifications:** Examples are sole proprietorship, partnership, corporation, limited liability corporation. |
| SS.912.E.1.15: | Describe the risk and return profiles of various investment vehicles and the importance of diversification.  
**Clarifications:** Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts. |
| SS.912.E.1.16: | Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.  
**Clarifications:** Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.  
Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.  
Examples of a credit plan are interest rates, credit scores, payment plan. |
| SS.912.E.2.1: | Identify and explain broad economic goals.  
**Clarifications:** Examples are freedom, efficiency, equity, security, growth, price stability, full employment. |
| SS.912.E.2.2: | Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives. |
| SS.912.E.2.3: | Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. |
| SS.912.E.2.4: | Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.  
**Clarifications:** Examples are shortage, surplus, other inefficiencies. |
| SS.912.E.2.5: | Analyze how capital investments may impact productivity and economic growth.  
**Clarifications:** Examples are factories, machinery, technology, people. |
| SS.912.E.2.6: | Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.  
**Clarifications:** Examples are electric, water, cable, waste management. |
| SS.912.E.2.7: | Identify the impact of inflation on society. |
| SS.912.E.2.8: | Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).  
**Clarifications:** Examples are income, sales, social security. |
<table>
<thead>
<tr>
<th>SS.912.E.2.9</th>
<th>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</th>
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<tbody>
<tr>
<td>SS.912.E.2.10</td>
<td>Describe the organization and functions of the Federal Reserve System.</td>
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<tr>
<td>SS.912.E.2.11</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.2.12</td>
<td>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.</td>
</tr>
<tr>
<td>SS.912.E.3.1</td>
<td>Demonstrate the impact of inflation on world economies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.3.2</td>
<td>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.</td>
</tr>
<tr>
<td>SS.912.E.3.3</td>
<td>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>SS.912.E.3.4</td>
<td>Assess the economic impact of negative and positive externalities on the international environment.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.3.5</td>
<td>Compare the current United States economy with other developed and developing nations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are standard of living, exchange rates, productivity, gross domestic product.</td>
</tr>
<tr>
<td>SS.912.E.3.6</td>
<td>Differentiate and draw conclusions about historical economic thought theorized by economists.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</td>
</tr>
<tr>
<td>SS.912.FL.1.1</td>
<td>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</td>
</tr>
<tr>
<td>SS.912.FL.1.2</td>
<td>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.</td>
</tr>
<tr>
<td>SS.912.FL.1.3</td>
<td>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.</td>
</tr>
<tr>
<td>SS.912.FL.1.4</td>
<td>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.</td>
</tr>
<tr>
<td>SS.912.FL.1.5</td>
<td>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.</td>
</tr>
<tr>
<td>SS.912.FL.1.6</td>
<td>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</td>
</tr>
<tr>
<td>SS.912.FL.1.7</td>
<td>Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Investigate the tax rates on different sources of income and on different types of goods that are purchased.</td>
</tr>
</tbody>
</table>
| SS.912.FL.1.8 | Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as...
SS.912.FL.2.1: his or her preferences.

**Clarifications:** Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

SS.912.FL.2.2: Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Clarifications:** Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

SS.912.FL.2.3: Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Clarifications:** Explain the factors that a consumer who is buying an automobile should consider before making a choice.

SS.912.FL.2.4: Describe ways that consumers may be influenced by how the price of a good is expressed.

**Clarifications:** Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.

SS.912.FL.2.5: Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:** Write a newspaper column, “Tips for Consumers,” explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

SS.912.FL.2.6: Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Clarifications:** Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

SS.912.FL.2.7: Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Clarifications:** Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

SS.912.FL.3.1: Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

**Clarifications:** Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.

SS.912.FL.3.2: Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Clarifications:** Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

SS.912.FL.3.3: Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

**Clarifications:** Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

SS.912.FL.3.4: Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

**Clarifications:** Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

SS.912.FL.3.5: Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

**Clarifications:** Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

SS.912.FL.3.6: Describe government policies that create incentives and disincentives for people to save.

**Clarifications:** Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

SS.912.FL.3.7: Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.

**Clarifications:** Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."

SS.912.FL.4.1: Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Clarifications:** Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.
SS.912.FL.4.2: Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

**Clarifications:**
- Explain why a bank may offer low-rate introductory credit offers.

SS.912.FL.4.3: Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

SS.912.FL.4.4: Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

**Clarifications:**
- Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.
- Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

SS.912.FL.4.5: Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.

**Clarifications:**
- List factors from an individual's credit history or credit application that may cause a lender to deny credit.
- Explain what credit bureaus do.

SS.912.FL.4.6: Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.

**Clarifications:**
- Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

SS.912.FL.4.7: Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.

**Clarifications:**
- Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.

SS.912.FL.4.8: Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

**Clarifications:**
- Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

SS.912.FL.4.9: Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

**Clarifications:**
- Identify the costs and benefits associated with using different credit counseling services.

SS.912.FL.4.10: Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.

**Clarifications:**
- Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.

SS.912.FL.4.11: Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.

**Clarifications:**
- Predict what might happen should a homeowner fail to make his or her mortgage payments.

SS.912.FL.4.12: Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

**Clarifications:**
- Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

SS.912.FL.4.13: Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

**Clarifications:**
- Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.

SS.912.FL.5.1: Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.

**Clarifications:**
- Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.

SS.912.FL.5.2: Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

**Clarifications:**
- Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

SS.912.FL.5.3: Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.

**Clarifications:**
- Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

SS.912.FL.5.4: Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return;
| **SS.912.FL.5.4:** | than the other investment. | **Clarifications:** Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company. |
| **SS.912.FL.5.5:** | Explain that shorter-term investments will likely have lower rates of return than longer-term investments. | **Clarifications:** Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest. |
| **SS.912.FL.5.6:** | Describe how diversifying investments in different types of financial assets can lower investment risk. | **Clarifications:** Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio. |
| **SS.912.FL.5.7:** | Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets. | **Clarifications:** Explain how prices of financial investments can adjust when given specific news about a company’s or industry’s future profitability. |
| **SS.912.FL.5.8:** | Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy. | **Clarifications:** Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor. |
| **SS.912.FL.5.9:** | Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer’s stock or domestic rather than international stocks. | **Clarifications:** Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision. |
| **SS.912.FL.5.10:** | Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation. | **Clarifications:** Explain how the portfolio of a retiree might differ from that of a young, single person. |
| **SS.912.FL.5.11:** | Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets. | **Clarifications:** Explain why it is important for individuals to have accurate information about a company’s sales and profits when investing in that company. |
| **SS.912.FL.5.12:** | Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets. | **Clarifications:** Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets. |
| **SS.912.FL.6.1:** | Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later. | **Clarifications:** Discuss whether or not a premium paid to insure against an accident that never happens is wasted. |
| **SS.912.FL.6.2:** | Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they’ve heard of or seen a recent example. | **Clarifications:** Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty. |
| **SS.912.FL.6.3:** | Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance. | **Clarifications:** Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance. |
| **SS.912.FL.6.4:** | Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance. | **Clarifications:** Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida’s regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations. |
| **SS.912.FL.6.5:** | Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim). | **Clarifications:** Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles. |
| **SS.912.FL.6.6:** | Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk. | **Clarifications:** Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium. |
Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.

**Clarifications:**
- Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.

Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.

**Clarifications:**
- Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.

Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.

**Clarifications:**
- Describe problems that can occur when an individual is a victim of identity theft.
- Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.
- Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.

**Clarifications:**
- Recommend actions a victim of identity theft should take to limit losses and restore personal security.

LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

LAFS.1112.RH.3.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Write arguments focused on discipline-specific content.**

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

**LAFS.1112.WHST.1.2:**

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**LAFS.1112.WHST.2.4:**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.1112.WHST.2.5:**

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**LAFS.1112.WHST.2.6:**

- Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**LAFS.1112.WHST.3.7:**

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.1112.WHST.3.8:**

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**LAFS.1112.WHST.3.9:**

- Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.1112.WHST.4.10:**

- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MAFS.912.N-Q.1.1:**

- Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

**Standard Relation to Course:** Supporting

**MAFS.912.N-Q.1.2:**

- Define appropriate quantities for the purpose of descriptive modeling. ★

**Clarifications:**

- Algebra 1 Content Notes:
  - Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

**Standard Relation to Course:** Supporting

**MAFS.912.N-Q.1.3:**

- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.2:**

- Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clarifications:**

- In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.3:**

- Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clarifications:**

- In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

**MAFS.912.S-ID.1.4:**

- Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course:** Supporting

**Make sense of problems and persevere in solving them.**
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Standard Relation to Course: Supporting**

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Standard Relation to Course: Supporting**

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

**General Course Information and Notes**

**GENERAL NOTES**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**
Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

Finance Your Future
The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per § 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.E.1.1</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
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<tr>
<td>SS.912.E.1.3</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.4</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.5</td>
<td>Compare different forms of business organizations.</td>
</tr>
<tr>
<td>SS.912.E.1.6</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
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<tr>
<td>SS.912.E.1.7</td>
<td>Graph and explain how firms determine price and output through marginal cost analysis.</td>
</tr>
<tr>
<td>SS.912.E.1.8</td>
<td>Explain ways firms engage in price and nonprice competition.</td>
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<tr>
<td>SS.912.E.1.9</td>
<td>Describe how the earnings of workers are determined.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.10</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.11</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.12</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
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<tr>
<td>SS.912.E.1.13</td>
<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
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<tr>
<td>SS.912.E.1.14</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.15</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
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<tr>
<td>SS.912.E.1.16</td>
<td>Identify and explain broad economic goals.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
</tr>
<tr>
<td>SS.912.E.2.1</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.2.2</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
</tr>
<tr>
<td>SS.912.E.2.3</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are shortage, surplus, other inefficiencies.</td>
</tr>
<tr>
<td>SS.912.E.2.4</td>
<td>Analyze how capital investments may impact productivity and economic growth.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are factories, machinery, technology, people.</td>
</tr>
<tr>
<td>SS.912.E.2.5</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are electric, water, cable, waste management.</td>
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<tr>
<td>SS.912.E.2.6</td>
<td>Identify the impact of inflation on society.</td>
</tr>
<tr>
<td>SS.912.E.2.7</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are income, sales, social security.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.E.2.9</td>
<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
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<tr>
<td>SS.912.E.2.10</td>
<td>Describe the organization and functions of the Federal Reserve System.</td>
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<td>SS.912.E.2.11</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
</tr>
<tr>
<td>SS.912.E.2.12</td>
<td>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.</td>
</tr>
<tr>
<td>SS.912.E.3.1</td>
<td>Demonstrate the impact of inflation on world economies.</td>
</tr>
<tr>
<td>SS.912.E.3.2</td>
<td>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.</td>
</tr>
<tr>
<td>SS.912.E.3.3</td>
<td>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</td>
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<tr>
<td>SS.912.E.3.4</td>
<td>Assess the economic impact of negative and positive externalities on the international environment.</td>
</tr>
<tr>
<td>SS.912.E.3.5</td>
<td>Compare the current United States economy with other developed and developing nations.</td>
</tr>
<tr>
<td>SS.912.E.3.6</td>
<td>Differentiate and draw conclusions about historical economic thought theorized by economists.</td>
</tr>
<tr>
<td>SS.912.FL.1.1</td>
<td>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</td>
</tr>
<tr>
<td>SS.912.FL.1.2</td>
<td>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</td>
</tr>
<tr>
<td>SS.912.FL.1.3</td>
<td>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</td>
</tr>
<tr>
<td>SS.912.FL.1.4</td>
<td>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</td>
</tr>
<tr>
<td>SS.912.FL.1.5</td>
<td>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</td>
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<tr>
<td>SS.912.FL.1.6</td>
<td>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</td>
</tr>
<tr>
<td>SS.912.FL.1.7</td>
<td>Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as</td>
</tr>
</tbody>
</table>
Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Clarifications:** Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Clarifications:** Explain the factors that a consumer who is buying an automobile should consider before making a choice.

Describe ways that consumers may be influenced by how the price of a good is expressed.

**Clarifications:** Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price.

List different ways retailers use to express the prices of their products.

**Clarifications:** Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:** Write a newspaper column, “Tips for Consumers,” explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Clarifications:** Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Clarifications:** Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

**Clarifications:** Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.

Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Clarifications:** Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

**Clarifications:** Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

**Clarifications:** Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

**Clarifications:** Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

Describe government policies that create incentives and disincentives for people to save.

**Clarifications:** Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.

**Clarifications:** Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees “opt out” of savings programs results in a higher level of saving than having them “opt in.”

Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Clarifications:** Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.
SS.912.FL.4.2: Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

Clarifications:
- Explain why a bank may offer low-rate introductory credit offers.

SS.912.FL.4.3: Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

SS.912.FL.4.4: Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

SS.912.FL.4.5: Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers’ credit and payment histories and provide that information to lenders in credit reports.

Clarifications:
- List factors from an individual’s credit history or credit application that may cause a lender to deny credit.
- Explain what credit bureaus do.

SS.912.FL.4.6: Discuss that lenders can pay to receive a borrower’s credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person’s credit risk.

Clarifications:
- Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

SS.912.FL.4.7: Describe that, in addition to assessing a person’s credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.

Clarifications:
- Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.

SS.912.FL.4.8: Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

Clarifications:
- Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

SS.912.FL.4.9: Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

Clarifications:
- Identify the costs and benefits associated with using different credit counseling services.

SS.912.FL.4.10: Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer’s credit report for up to 10 years.

Clarifications:
- Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.

SS.912.FL.4.11: Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.

Clarifications:
- Predict what might happen should a homeowner fail to make his or her mortgage payments.

SS.912.FL.4.12: Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

Clarifications:
- Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

SS.912.FL.4.13: Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

Clarifications:
- Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.

SS.912.FL.5.1: Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.

Clarifications:
- Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.

SS.912.FL.5.2: Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

Clarifications:
- Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

SS.912.FL.5.3: Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.

Clarifications:
- Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

SS.912.FL.5.4: Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return,
than the other investment.

**Clarifications:**
Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.

**SS.912.FL.5.5:**
Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

**Clarifications:**
Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.

**SS.912.FL.5.6:**
Describe how diversifying investments in different types of financial assets can lower investment risk.

**Clarifications:**
Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.

**SS.912.FL.5.7:**
Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

**Clarifications:**
Explain how prices of financial investments can adjust when given specific news about a company’s or industry’s future profitability.

**SS.912.FL.5.8:**
Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.

**Clarifications:**
Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.

**SS.912.FL.5.9:**
Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer’s stock or domestic rather than international stocks.

**Clarifications:**
Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.

**SS.912.FL.5.10:**
Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.

**Clarifications:**
Explain how the portfolio of a retiree might differ from that of a young, single person.

**SS.912.FL.5.11:**
Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.

**Clarifications:**
Explain why it is important for individuals to have accurate information about a company’s sales and profits when investing in that company.

**SS.912.FL.5.12:**
Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

**Clarifications:**
Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.

**SS.912.FL.6.1:**
Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

**Clarifications:**
Discuss whether or not a premium paid to insure against an accident that never happens is wasted.

**SS.912.FL.6.2:**
Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they’ve heard of or seen a recent example.

**Clarifications:**
Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.

**SS.912.FL.6.3:**
Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.

**Clarifications:**
Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.

**SS.912.FL.6.4:**
Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida’s regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.

**Clarifications:**
Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida’s regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.

**SS.912.FL.6.5:**
Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).

**Clarifications:**
Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.

**SS.912.FL.6.6:**
Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

**Clarifications:**
Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.
Describe the factors and processes that contribute to the differences between developing and developed regions of the world. Use geographic terms and tools to explain differing perspectives on the world.

### SS.912.FL.6.7
Clarifications:
Discuss the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.

### SS.912.FL.6.8
Clarifications:
Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.

### SS.912.FL.6.9
Clarifications:
Discuss problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

### SS.912.FL.6.10
Clarifications:
Recommend actions a victim of identity theft should take to limit losses and restore personal security.

### SS.912.G.2.2
Clarifications:
Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

### SS.912.G.3.3
Clarifications:
Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

### SS.912.G.4.4
Clarifications:
Examples are cultural imperialism, outsourcing.

### MA.K12.MTR.1.1
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.2.1
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs, and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

### MA.K12.MTR.3.1
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### MA.K12.MTR.3.2
Mathematicians who complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Clarifications:
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Help and support each other when attempting a new method or approach.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Choose a representation based on the given context or purpose.
<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.</th>
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<tbody>
<tr>
<td><strong>Clari</strong>fications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<tr>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
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<td>- Create opportunities for students to discuss their thinking with peers.</td>
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<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
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<tr>
<td>- Develop students’ ability to justify methods and compare their responses to the responses of their peers.</td>
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<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Use patterns and structure to help understand and connect mathematical concepts.</th>
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<tr>
<td><strong>Clari</strong>fications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
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<tr>
<td>- Focus on relevant details within a problem.</td>
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<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<td>- Decompose a complex problem into manageable parts.</td>
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<td>- Relate previously learned concepts to new concepts.</td>
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<td>- Look for similarities among problems.</td>
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<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
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<tr>
<td><strong>Clari</strong>fications: Teachers who encourage students to assess the reasonableness of solutions:</td>
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<tr>
<td>- Estimate to discover possible solutions.</td>
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<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
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<td>- Check calculations when solving problems.</td>
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<tr>
<td>- Verify possible solutions by explaining the methods used.</td>
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<td>- Evaluate results based on the given context.</td>
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<tr>
<th>MA.K12.MTR.7.1:</th>
<th>Apply mathematics to real-world contexts.</th>
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<tbody>
<tr>
<td><strong>Clari</strong>fications: Teachers who encourage students to apply mathematics to real-world contexts:</td>
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<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
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<td>- Challenge students to question the accuracy of their models and methods.</td>
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<tr>
<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
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<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
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<tr>
<th>ELA.K12.EE.1.1:</th>
<th>Cite evidence to explain and justify reasoning.</th>
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<tr>
<td><strong>Clari</strong>fications:</td>
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<tr>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
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<tr>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
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<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
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<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
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<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
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*Read and comprehend grade-level complex texts proficiently.*
GENERAL NOTES

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors and Advanced Level Course Note**: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:**

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/SS.pdf
**Educator Certifications**

- Economics (Grades 6-12)
- Social Science (Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 6-12)

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**Finance Your Future**

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high school students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.
General Course Information and Notes

VERSION DESCRIPTION

The most current curriculum framework and other instructional and planning resources for this course are available on the Florida Department of Education website at: http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/finance.stml

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2102360

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >

SubSubject: Economics >


Abbreviated Title: AP MICROECON

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Attributes:

• Advanced Placement (AP)

Course Level: 3

Course Status: State Board Approved

SOC Code: 43-4041

Grade Level(s): 9,10,11,12

Graduation Requirement: Economics

Educator Certifications

<table>
<thead>
<tr>
<th>Economics (Grades 6-12)</th>
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GENERAL INFORMATION

Course Number: 2102370

Number of Credits: Half credit (.5)

Course Type: Core Academic Course
Course Status: Course Approved
SOC Code: 43-4041
Grade Level(s): 9,10,11,12
Graduation Requirement: Economics

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics > Section: Career and Technical Education » Cluster: Finance » Career Path: Secondary Programs » Program: 8815100 » Program Version: Finance » Abbreviated Title: AP MACROECON

Course Length: Semester (S)
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### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.E.1.9:</td>
<td>Describe how the earnings of workers are determined.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.14:</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.15:</td>
<td>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.16:</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.E.2.7:</td>
<td>Identify the impact of inflation on society.</td>
</tr>
<tr>
<td>SS.912.E.2.8:</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.FL.1.1:</td>
<td>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</td>
</tr>
<tr>
<td>SS.912.FL.1.2:</td>
<td>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.</td>
</tr>
<tr>
<td>SS.912.FL.1.3:</td>
<td>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</td>
</tr>
<tr>
<td>SS.912.FL.1.4:</td>
<td>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.</td>
</tr>
<tr>
<td>SS.912.FL.1.5:</td>
<td>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.</td>
</tr>
<tr>
<td>SS.912.FL.1.6:</td>
<td>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</td>
</tr>
<tr>
<td>SS.912.FL.1.7:</td>
<td>Investigate the tax rates on different sources of income and on different types of goods that are purchased.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</td>
</tr>
<tr>
<td>SS.912.FL.2.1:</td>
<td>Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.</td>
</tr>
</tbody>
</table>
Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Clarifications:**
- Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Clarifications:**
- Explain the factors that a consumer who is buying an automobile should consider before making a choice.

Describe ways that consumers may be influenced by how the price of a good is expressed.

**Clarifications:**
- Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price.
- List different ways retailers use to express the prices of their products.

Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:**
- Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Clarifications:**
- Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Clarifications:**
- Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Clarifications:**
- Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

**Clarifications:**
- Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

**Clarifications:**
- Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

**Clarifications:**
- Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

Describe government policies that create incentives and disincentives for people to save.

**Clarifications:**
- Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

Explain how employer benefit programs create incentives and disincentives to save and how an employer's decision to save can depend on how the alternatives are presented by the employer.

**Clarifications:**
- Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."

Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Clarifications:**
- Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

**Clarifications:**
Explain why a bank may offer low-rate introductory credit offers.

SS.912.FL.4.4: Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

SS.912.FL.4.6: Explain why the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.

SS.912.FL.4.10: Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

SS.912.FL.5.1: Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.

SS.912.FL.5.3: Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

SS.912.FL.5.4: Explain why an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.
Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

**Clarifications:**
Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.

Describe how diversifying investments in different types of financial assets can lower investment risk.

**Clarifications:**
Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.

Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

**Clarifications:**
Explain how prices of financial investments can adjust when given specific news about a company's or industry's future profitability.

Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.

**Clarifications:**
Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.

Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.

**Clarifications:**
Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.

Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.

**Clarifications:**
Explain how the portfolio of a retiree might differ from that of a young, single person.

Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.

**Clarifications:**
Explain why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.

Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

**Clarifications:**
Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.

Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

**Clarifications:**
Discuss whether or not a premium paid to insure against an accident that never happens is wasted.

Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.

**Clarifications:**
Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.

Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.

**Clarifications:**
Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.

Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.

**Clarifications:**
Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.

Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).

**Clarifications:**
Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.

Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

**Clarifications:**
Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.
| SS.912.FL.6.7: | individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death. | **Clarifications:**
Discuss the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance. |
| SS.912.FL.6.8: | Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events. | **Clarifications:**
Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers’ compensation. |
| SS.912.FL.6.9: | Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft. | **Clarifications:**
Describe problems that can occur when an individual is a victim of identity theft.
Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.
Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information. |
| SS.912.FL.6.10: | Compare federal and state regulations that provide some remedies and assistance for victims of identity theft. | **Clarifications:**
Recommend actions a victim of identity theft should take to limit losses and restore personal security. |
| LAFS.1112.RH.1.1: | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. | |
| LAFS.1112.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. | |
| LAFS.1112.RH.1.3: | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. | |
| LAFS.1112.RH.2.4: | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | |
| LAFS.1112.RH.2.5: | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. | |
| LAFS.1112.RH.2.6: | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. | |
| LAFS.1112.RH.3.7: | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. | |
| LAFS.1112.RH.3.8: | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. | |
| LAFS.1112.RH.3.9: | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | |
| LAFS.1112.RH.4.10: | By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. | |
| LAFS.1112.WHST.1.1: | Write arguments focused on discipline-specific content. | | a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |
| LAFS.1112.WHST.1.2: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | | a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LAFS.1112.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| LAFS.1112.WHST.2.5: | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| LAFS.1112.WHST.2.6: | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | |
| LAFS.1112.WHST.3.7: | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| LAFS.1112.WHST.3.8: | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | |
LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.1112.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

MAFS.912.N-Q.1.2: Define appropriate quantities for the purpose of descriptive modeling. ★

MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.5.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

GENERAL NOTES

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
• avoiding and filing bankruptcy
• reducing tax liability.

Instructional Practices: Teaching using real world materials, examples and simulations enhances students' content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning:

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provide extended learning opportunities that simulate economic scenarios including, but not limited to:
   - planning and managing a household budget
   - purchasing a home or automobile
   - planning for retirement
   - filing a tax return
   - managing an investment portfolio
   - affording college for dependent children

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

Finance Your Future
The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

VERSION REQUIREMENTS
This course meets the statutory requirement outlined in Section 1003.4282(3)(g), Florida Statutes, which states that beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective.

GENERAL INFORMATION

Course Number: 2102372
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics >
Abbreviated Title: PERSONAL FIN LIT
Course Length: Semester (S)
Course Attributes:
• Class Size Core Required
Course Level: 2

Educator Certifications
Social Science (Grades 6-12)
Mathematics (Grades 6-12)
Business Education (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.E.1.9:</td>
<td>Describe how the earnings of workers are determined. <strong>Clarifications:</strong> Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.14:</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions. Describe the risk and return profiles of various investment vehicles and the importance of diversification. <strong>Clarifications:</strong> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.15:</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <strong>Clarifications:</strong> Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.FL.1.1:</td>
<td>Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs. <strong>Clarifications:</strong> Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.FL.1.2:</td>
<td>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer. <strong>Clarifications:</strong> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.FL.1.3:</td>
<td>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices. <strong>Clarifications:</strong> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.FL.1.4:</td>
<td>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers. <strong>Clarifications:</strong> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.FL.1.5:</td>
<td>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment. <strong>Clarifications:</strong> Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.FL.1.6:</td>
<td>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes. <strong>Clarifications:</strong> Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.FL.1.7:</td>
<td>Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid. <strong>Clarifications:</strong> Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.FL.2.1:</td>
<td>Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors. <strong>Clarifications:</strong> Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
</tbody>
</table>
Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Clarifications:**
Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Clarifications:**
Explain the factors that a consumer who is buying an automobile should consider before making a choice.

Describe ways that consumers may be influenced by how the price of a good is expressed.

**Clarifications:**
Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.

Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:**
Write a newspaper column, “Tips for Consumers,” explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Clarifications:**
Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Clarifications:**
Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Clarifications:**
Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

**Clarifications:**
Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

**Clarifications:**
Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

**Clarifications:**
Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

Describe government policies that create incentives and disincentives for people to save.

**Clarifications:**
Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

Explain how employer benefit programs create incentives and disincentives to save and how an employer's decision to save can depend on how the alternatives are presented by the employer.

**Clarifications:**
Explain why matches of retirement savings by employers substantially change the benefits and costs of the information.

Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Clarifications:**
Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.
Explain why a bank may offer low-rate introductory credit offers.

Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

Explain why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.

Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.

Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.

Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.

Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

Discuss that the expected rate of return on a "blue chip" stock is likely to be lower than that of an Internet start-up company.

Explain that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

Explain why employers find it useful to hire someone with a better credit score.

Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.

List factors from an individual's credit history or credit application that may cause a lender to deny credit.

Discuss that buyers and sellers in financial markets determine prices directly with each other.

Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

List factors from an individual's credit history or credit application that may cause a lender to deny credit.

Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

Discuss that employers find it useful to hire someone with a better credit score.

Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

Explain the information on a credit disclosure statement.

Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

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<th>Standards</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.FL.5.5:</td>
<td>Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</td>
</tr>
<tr>
<td>SS.912.FL.5.6:</td>
<td>Describe how diversifying investments in different types of financial assets can lower investment risk.</td>
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<tr>
<td>SS.912.FL.5.7:</td>
<td>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</td>
</tr>
<tr>
<td>SS.912.FL.5.8:</td>
<td>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</td>
</tr>
<tr>
<td>SS.912.FL.5.9:</td>
<td>Describe why individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</td>
</tr>
<tr>
<td>SS.912.FL.5.10:</td>
<td>Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage.</td>
</tr>
<tr>
<td>SS.912.FL.5.11:</td>
<td>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they’ve heard of or seen a recent example.</td>
</tr>
<tr>
<td>SS.912.FL.5.12:</td>
<td>Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</td>
</tr>
<tr>
<td>SS.912.FL.6.1:</td>
<td>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</td>
</tr>
<tr>
<td>SS.912.FL.6.2:</td>
<td>Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</td>
</tr>
<tr>
<td>SS.912.FL.6.3:</td>
<td>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an</td>
</tr>
</tbody>
</table>
### SS.912.FL.6.7:
Individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.

**Clarifications:**
- Discuss the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.

### SS.912.FL.6.8:
Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.

**Clarifications:**
- Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.

### SS.912.FL.6.9:
Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.

**Clarifications:**
- Describe problems that can occur when an individual is a victim of identity theft.
- Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft.
- Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

### SS.912.FL.6.10:
Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.

**Clarifications:**
- Recommend actions a victim of identity theft should take to limit losses and restore personal security.

### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

### MA.K12.MTR.2.1:
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
-Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
**General Course Information and Notes**

**GENERAL NOTES**

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
- avoiding and filing bankruptcy
- reducing tax liability.

**Instructional Practices:** Teaching using real world materials, examples and simulations enhances students' content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provide extended learning opportunities that simulate economic scenarios including, but not limited to:
   - planning and managing a household budget
   - purchasing a home or automobile
   - planning for retirement
   - filing a tax return
   - managing an investment portfolio
   - affording college for dependent children

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support,
students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

**Finance Your Future**

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

**VERSION REQUIREMENTS**

This course meets the statutory requirement outlined in Section 1003.4282(3)(g), Florida Statutes, which states that beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective.

**GENERAL INFORMATION**

- **Course Number:** 2102372
- **Number of Credits:** Half credit (.5)

**Course Path:**
- Grade Group: Grades 9 to 12 and Adult Education Courses
- Subject: Social Studies
- SubSubject: Economics

**Abbreviated Title:** PERSONAL FIN LIT

- **Course Length:** Semester (S)
- **Course Attributes:**
  - Class Size Core Required

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12,30,31

**Educator Certifications**

<table>
<thead>
<tr>
<th>Social Science (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (Grades 6-12)</td>
</tr>
<tr>
<td>Business Education (Grades 6-12)</td>
</tr>
</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.E.1.9:</td>
<td>Describe how the earnings of workers are determined.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.10:</td>
<td>Explain the use of policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.11:</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.14:</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
</tr>
<tr>
<td>SS.912.E.1.15:</td>
<td>Describe the risk and return proﬁles of various investment vehicles and the importance of diversiﬁcation.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are savings accounts, certiﬁcates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.16:</td>
<td>Construct a one-year budget plan for a speciﬁc career path including expenses and construction of a credit plan for purchasing a major item.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.E.1.17:</td>
<td>Identify the impact of inﬂation on society.</td>
</tr>
<tr>
<td>SS.912.E.1.18:</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.FL.1.1:</td>
<td>Discuss that people choose jobs or careers for which they are qualiﬁed based on non-income factors, such as job satisfaction, independence, risk, family, or location.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Identify non-income factors that inﬂuence career or job choice by interviewing three individuals who work at different jobs.</td>
</tr>
<tr>
<td>SS.912.FL.1.2:</td>
<td>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future beneﬁts. Describe how discounting the future beneﬁts of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future beneﬁts of going to college, and describe how that assessment will affect the student's decision to attend college.</td>
</tr>
<tr>
<td>SS.912.FL.1.3:</td>
<td>Evaluate ways people can make more informed education, job, or career decisions by evaluating the beneﬁts and costs of different choices.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Compare the beneﬁts and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.</td>
</tr>
<tr>
<td>SS.912.FL.1.4:</td>
<td>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.</td>
</tr>
<tr>
<td>SS.912.FL.1.5:</td>
<td>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.</td>
</tr>
<tr>
<td>SS.912.FL.1.6:</td>
<td>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue. Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</td>
</tr>
</tbody>
</table>
SS.912.FL.1.7: Clarifications:
Investigate the tax rates on different sources of income and on different types of goods that are purchased.

SS.912.FL.2.1: Clarifications:
Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

SS.912.FL.2.2: Clarifications:
Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

SS.912.FL.2.3: Clarifications:
Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

SS.912.FL.2.4: Clarifications:
Describe ways that consumers may be influenced by how the price of a good is expressed.

SS.912.FL.2.5: Clarifications:
Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

SS.912.FL.2.6: Clarifications:
Explain people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

SS.912.FL.2.7: Clarifications:
Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

SS.912.FL.3.1: Clarifications:
Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

SS.912.FL.3.2: Clarifications:
Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

SS.912.FL.3.3: Clarifications:
Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

SS.912.FL.3.4: Clarifications:
Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

SS.912.FL.3.5: Clarifications:
Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

SS.912.FL.3.6: Clarifications:
Describe government policies that create incentives and disincentives for people to save.

SS.912.FL.3.7: Clarifications:
Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.
**SS.912.FL.4.1:** Clarifications:
Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

**SS.912.FL.4.2:** Clarifications:
Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

**SS.912.FL.4.3:** Clarifications:
Discuss how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

**SS.912.FL.4.4:** Clarifications:
Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.

**SS.912.FL.4.5:** Clarifications:
Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on a credit report, repossession after-tax rate of return, protected against discrimination and abusive marketing or collection practices.

**SS.912.FL.4.6:** Clarifications:
Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

**SS.912.FL.4.7:** Clarifications:
Discuss that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.

**SS.912.FL.4.8:** Clarifications:
Explain why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

**SS.912.FL.4.9:** Clarifications:
Explain what credit bureaus do.

**SS.912.FL.4.10:** Clarifications:
Examine the costs of bankruptcy by examining the bankruptcy laws in Florida.

**SS.912.FL.4.11:** Clarifications:
Identify the costs and benefits associated with using different credit counseling services.

**SS.912.FL.4.12:** Clarifications:
Explain the information on a credit disclosure statement.

**SS.912.FL.4.13:** Clarifications:
Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

**SS.912.FL.4.14:** Clarifications:
Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.
SS.912.FL.5.3: Clarifications:
Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

SS.912.FL.5.4: Clarifications:
Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.

SS.912.FL.5.5: Clarifications:
Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

SS.912.FL.5.6: Clarifications:
Describe how diversifying investments in different types of financial assets can lower investment risk.

SS.912.FL.5.7: Clarifications:
Explain that people may be required by governments or by certain types of insurance contracts to purchase some types of insurance.

SS.912.FL.5.8: Clarifications:
Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.

SS.912.FL.5.9: Clarifications:
Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

SS.912.FL.5.10: Clarifications:
Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

SS.912.FL.5.11: Clarifications:
Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.

SS.912.FL.5.12: Clarifications:
Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.

SS.912.FL.6.1: Clarifications:
Discuss how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.

SS.912.FL.6.2: Clarifications:
Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial status, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.

SS.912.FL.6.3: Clarifications:
Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).

SS.912.FL.6.4: Clarifications:
Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.1112.RH.1.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td>LAFS.1112.RH.1.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>LAFS.1112.RH.1.3</td>
<td>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>LAFS.1112.RH.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
</tr>
<tr>
<td>LAFS.1112.RH.2.5</td>
<td>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
</tr>
<tr>
<td>LAFS.1112.RH.2.6</td>
<td>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</td>
</tr>
<tr>
<td>LAFS.1112.RH.3.7</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>LAFS.1112.RH.3.8</td>
<td>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</td>
</tr>
<tr>
<td>LAFS.1112.RH.3.9</td>
<td>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
<tr>
<td>LAFS.1112.RH.4.10</td>
<td>By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>a.</td>
<td>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b.</td>
<td>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</td>
</tr>
<tr>
<td>c.</td>
<td>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td>d.</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>e.</td>
<td>Provide a concluding statement or section that follows from or supports the argument presented.</td>
</tr>
<tr>
<td>LAFS.1112.WHST.1.1</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</td>
</tr>
<tr>
<td>a.</td>
<td>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b.</td>
<td>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</td>
</tr>
<tr>
<td>c.</td>
<td>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
</tr>
<tr>
<td>d.</td>
<td>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</td>
</tr>
<tr>
<td>e.</td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</td>
</tr>
<tr>
<td>LAFS.1112.WHST.1.2</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LAFS.1112.WHST.2.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
</tbody>
</table>
LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; generate multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.1112.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★

MAFS.912.N-Q.1.2: Define appropriate quantities for the purpose of descriptive modeling. ★

Clarifications:
Algebra 1 Content Notes:
Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★

MAFS.912.S-IC.2.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

MAFS.912.S-IC.2.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

MAFS.912.S-IC.2.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

MAFS.912.S-IC.2.6: Evaluate reports based on data. ★

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

MAFS.912.S-ID.1.1: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.2: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.3: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.4: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

MAFS.912.S-ID.1.5: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

MAFS.912.S-ID.4: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givers, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.1.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies.

Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.3.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to
identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.6.1:**

**ELD.K12.ESS.5.S1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### General Course Information and Notes

**GENERAL NOTES**

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
- avoiding and filing bankruptcy
- reducing tax liability.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching using real world materials, examples and simulations enhances students’ content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provide extended learning opportunities that simulate economic scenarios including, but not limited to:
   - planning and managing a household budget
   - purchasing a home or automobile
   - planning for retirement
   - filing a tax return
   - managing an investment portfolio
   - affording college for dependent children

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
Finance Your Future

The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

VERSION REQUIREMENTS

This course meets the statutory requirement outlined in Section 1003.4282(3)(g), Florida Statutes, which states that beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective.

GENERAL INFORMATION

Course Number: 2102374
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12,30,31

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics > Abbreviated Title: PERSONAL FIN LIT HON

Number of Credits: Half credit (.5)
Course Length: Semester (S)
Course Attributes:
- Honors
- Class Size Core Required
Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Mathematics (Grades 6-12)</th>
<th>Business Education (Grades 6-12)</th>
<th>Economics (Grades 6-12)</th>
<th>Social Science (Grades 6-12)</th>
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### Course Standards

<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.E.1.9:</td>
<td>Describe how the earnings of workers are determined.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.10:</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
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<tr>
<td>SS.912.E.1.11:</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.14:</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
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<tr>
<td>SS.912.E.1.15:</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
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<tr>
<td>SS.912.E.1.16:</td>
<td>Identify the impact of inflation on society.</td>
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<tr>
<td>SS.912.E.2.7:</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are income, sales, social security.</td>
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<tr>
<td>SS.912.E.2.8:</td>
<td>Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.</td>
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<tr>
<td>SS.912.E.2.9:</td>
<td>Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.2.10:</td>
<td>Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Compare the benefits and costs of a college education to those of a technical school.</td>
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<tr>
<td>SS.912.FL.1.1:</td>
<td>Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Compare the unemployment rates of workers with different levels of education.</td>
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<tr>
<td>SS.912.FL.1.2:</td>
<td>Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Discuss why the productivity of workers is important to businesses.</td>
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<tr>
<td>SS.912.FL.1.3:</td>
<td>Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain how an increase in the demand for mobile applications might impact the wages paid to software developers.</td>
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<tr>
<td>SS.912.FL.1.4:</td>
<td>Explain the effects of a recession on the unemployment rate.</td>
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<td>SS.912.FL.1.5:</td>
<td>Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.</td>
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<tr>
<td>SS.912.FL.1.6:</td>
<td>Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</td>
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</table>
Clarifications:
Investigate the tax rates on different sources of income and on different types of goods that are purchased.

SS.912.FL.1.7: Clarifications:
Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

SS.912.FL.2.1: Clarifications:
Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

SS.912.FL.2.2: Clarifications:
Explain the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

SS.912.FL.2.3: Clarifications:
Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

SS.912.FL.2.4: Clarifications:
Discuss ways that consumers may be influenced by how the price of a good is expressed.

SS.912.FL.2.5: Clarifications:
Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.

SS.912.FL.2.6: Clarifications:
Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

SS.912.FL.2.7: Clarifications:
Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

SS.912.FL.3.1: Clarifications:
Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

SS.912.FL.3.2: Clarifications:
Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

SS.912.FL.3.3: Clarifications:
Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

SS.912.FL.3.4: Clarifications:
Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

SS.912.FL.3.5: Clarifications:
Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.

SS.912.FL.3.6: Clarifications:
Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

SS.912.FL.3.7: Clarifications:
Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.
| SS.912.FL.4.1 | Clarifications: Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product. |
| SS.912.FL.4.2 | Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment. |
| SS.912.FL.4.3 | Explain why a bank may offer low-rate introductory credit offers. |
| SS.912.FL.4.4 | Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans. |
| SS.912.FL.4.5 | Discuss why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate. |
| SS.912.FL.4.6 | Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time. |
| SS.912.FL.4.7 | Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports. |
| SS.912.FL.4.8 | Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk. |
| SS.912.FL.4.9 | Clarifications: List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do. |
| SS.912.FL.4.10 | Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors. |
| SS.912.FL.4.11 | Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years. |
| SS.912.FL.4.12 | Identify the costs and benefits associated with using different credit counseling services. |
| SS.912.FL.4.13 | Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement. |
| SS.912.FL.4.14 | Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports. |
| SS.912.FL.4.15 | Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment. |
| SS.912.FL.4.16 | Clarifications: Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance. |
| SS.912.FL.4.17 | Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets. |
| SS.912.FL.4.18 | Predict what might happen should a homeowner fail to make his or her mortgage payments. |
| SS.912.FL.4.19 | Clarifications: Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product. |
| SS.912.FL.4.20 | Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment. |
| SS.912.FL.4.21 | Explain why a bank may offer low-rate introductory credit offers. |
| SS.912.FL.4.22 | Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans. |
| SS.912.FL.4.23 | Discuss why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate. |
| SS.912.FL.4.24 | Explain how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan. Explain why a borrower who has made a down payment has an incentive to repay a loan or make payments on time. |
| SS.912.FL.4.25 | Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports. |
| SS.912.FL.4.26 | Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk. |
| SS.912.FL.4.27 | Clarifications: List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do. |
| SS.912.FL.4.28 | Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors. |
| SS.912.FL.4.29 | Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years. |
| SS.912.FL.4.30 | Identify the costs and benefits associated with using different credit counseling services. |
| SS.912.FL.4.31 | Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement. |
| SS.912.FL.4.32 | Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports. |
| SS.912.FL.4.33 | Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment. |
| SS.912.FL.4.34 | Clarifications: Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance. |
| SS.912.FL.4.35 | Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets. |
SS.912.FL.5.3: Clarifications: Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

SS.912.FL.5.4: Clarifications: Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.

SS.912.FL.5.5: Clarifications: Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

SS.912.FL.5.6: Clarifications: Describe how diversifying investments in different types of financial assets can lower investment risk.

SS.912.FL.5.7: Clarifications: Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.

SS.912.FL.5.8: Clarifications: Given an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.

SS.912.FL.5.9: Clarifications: Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.

SS.912.FL.5.10: Clarifications: Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.

SS.912.FL.5.11: Clarifications: Explain why it is important for individuals to have accurate information about a company’s sales and profits when investing in that company.

SS.912.FL.5.12: Clarifications: Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

SS.912.FL.6.1: Clarifications: Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.

SS.912.FL.6.2: Clarifications: Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

SS.912.FL.6.3: Clarifications: Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.

SS.912.FL.6.4: Clarifications: Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida’s regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.

SS.912.FL.6.5: Clarifications: Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.
| SS.912.FL.6.6 | Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk. |
| SS.912.FL.6.7 | Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death. |
| SS.912.FL.6.8 | Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events. |
| SS.912.FL.6.9 | Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft. |
| SS.912.FL.6.10 | Compare federal and state regulations that provide some remedies and assistance for victims of identity theft. |

### MA.K12.MTR.1.1
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

### MA.K12.MTR.3.1
Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### MA.K12.MTR.3.1
Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
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<th>MA.K12.MTR.4.1:</th>
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| - Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence. |
| **Clarifications:** |
| Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. |

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<th>MA.K12.MTR.5.1:</th>
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| Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.  
- Relate previously learned concepts to new concepts.  
- Look for similarities among problems.  
- Connect solutions of problems to more complicated large-scale situations. |
| **Clarifications:** |
| Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.  
- Support students to develop generalizations based on the similarities found among problems.  
- Provide opportunities for students to create plans and procedures to solve problems.  
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. |

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<th>MA.K12.MTR.6.1:</th>
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| Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:  
- Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  
- Check calculations when solving problems.  
- Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context. |
| **Clarifications:** |
| Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, “Does this solution make sense? How do you know?”  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students' ability to verify solutions through justifications. |

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<th>MA.K12.MTR.7.1:</th>
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| Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency. |
| **Clarifications:** |
| Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |

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<th>ELA.K12.EE.1.1:</th>
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</table>
| Cite evidence to explain and justify reasoning.  
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.  
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |
| **Clarifications:** |
| See Text Complexity for grade-level complexity bands and a text complexity rubric. |

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1:</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

### General Course Information and Notes

**GENERAL NOTES**

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

Content should include, but not be limited to:

- cost/Benefit analysis of economic decisions
- earning an income
- understanding state and federal taxes
- utilizing banking and financial services
- balancing a checkbook and managing a bank account
- savings, investment and planning for retirement
- understanding loans and borrowing money, including predatory lending and payday loans
- understanding interest, credit card debt and online commerce
- how to prevent identify fraud and theft
- rights and responsibilities of renting or buying a home
- understanding and planning for major financial purchases
- understanding the costs and benefits of insurance
- understanding the financial impact and consequence of gambling
- avoiding and filing bankruptcy
- reducing tax liability.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching using real world materials, examples and simulations enhances students’ content area knowledge and also strengthens their ability to comprehend concepts related to personal financial literacy. Using the following instructional practices will also help student learning.

1. Incorporating current event articles on economic developments related to personal financial literacy.
2. Having students create economic models that reflect key concepts and economic decisions.
3. Use real world data and evidence to answer complex high-level questions that are based on real world scenarios.
4. Require students to make and support personal financial decisions using evidence and trends.
5. Provide extended learning opportunities that simulate economic scenarios including, but not limited to:
   - planning and managing a household budget
   - purchasing a home or automobile
   - planning for retirement
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

Finance Your Future
The Division of Consumer Services at the Florida Department of Financial Services offers a free financial literacy resource designed for middle and high students. Finance Your Future is comprised of eight main modules on the topics of: Budgeting & Saving, Credit Cards, Banking, Credit Report & Score, Debt, Frauds & Scams, Insurance & Benefits and Life Events. Each module includes lessons, activities, games and a comprehensive knowledge check at the end. Visit the Finance Your Future website to access this resource. It should be noted that this resource does not include all of the financial literacy content needed to satisfy the standard high school diploma requirement per s. 1003.4282, Florida Statutes. A crosswalk of Financial Literacy standards and benchmarks can be found here.

VERSION REQUIREMENTS
This course meets the statutory requirement outlined in Section 1003.4282(3)(g), Florida Statutes, which states that beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective.

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 2102374</th>
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</thead>
<tbody>
<tr>
<td>Number of Credits: Half credit (.5)</td>
</tr>
<tr>
<td>Course Type: Elective Course</td>
</tr>
<tr>
<td>Course Status: State Board Approved</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level(s): 9,10,11,12,30,31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Path: Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Economics</td>
</tr>
<tr>
<td>Abbreviated Title: PERSONAL FIN LIT HON</td>
</tr>
<tr>
<td>Course Attributes:</td>
</tr>
<tr>
<td>• Honors</td>
</tr>
<tr>
<td>• Class Size Core Required</td>
</tr>
<tr>
<td>Course Level: 3</td>
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</tbody>
</table>

Educator Certifications

<table>
<thead>
<tr>
<th>Mathematics (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education (Grades 6-12)</td>
</tr>
<tr>
<td>Economics (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
The American Economic Experience: Scarcity and Choice Honors (#2102390) 2015 - 2022 (current)

Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.5.11:</td>
<td>Examine causes, course, and consequences of the Great Depression and the New Deal.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDQE End-of-Course (EOC) Assessments webpage and the FLDQE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.E.1.1:</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2:</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.3:</td>
<td>Compare how the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
<tr>
<td>SS.912.E.1.4:</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are factors of production, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.5:</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
</tr>
<tr>
<td>SS.912.E.1.6:</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
<tr>
<td>SS.912.E.1.7:</td>
<td>Graph and explain how firms determine price and output through marginal cost analysis.</td>
</tr>
<tr>
<td>SS.912.E.1.8:</td>
<td>Explain ways firms engage in price and nonprice competition.</td>
</tr>
<tr>
<td>SS.912.E.1.9:</td>
<td>Describe how the earnings of workers are determined.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are minimum wage, the market value of the product produced, workers' productivity.</td>
</tr>
<tr>
<td>SS.912.E.1.10:</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.11:</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.12:</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
</tr>
<tr>
<td>SS.912.E.1.13:</td>
<td>Compare the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
</tr>
<tr>
<td>SS.912.E.1.14:</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
</tr>
<tr>
<td>SS.912.E.1.15:</td>
<td>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
</tr>
<tr>
<td>SS.912.E.1.16:</td>
<td>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.</td>
</tr>
<tr>
<td>SS.912.E.2.1:</td>
<td>Identify and explain broad economic goals.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
</tr>
<tr>
<td>SS.912.E.2.2:</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternative.</td>
</tr>
<tr>
<td>SS.912.E.2.3:</td>
<td>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</td>
</tr>
<tr>
<td>SS.912.E.2.4:</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are shortage, surplus, other inefficiencies.</td>
</tr>
<tr>
<td>SS.912.E.2.5:</td>
<td>Analyze how capital investments may impact productivity and economic growth.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are factories, machinery, technology, people.</td>
</tr>
<tr>
<td>SS.912.E.2.6:</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are natural monopolies, government regulation.</td>
</tr>
</tbody>
</table>
SS.912.E.7: Identify the impact of inflation on society.

SS.912.E.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).

SS.912.E.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.

SS.912.E.10: Describe the organization and functions of the Federal Reserve System.

SS.912.E.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.

SS.912.E.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

SS.912.E.3.1: Clarifications: Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.

SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

SS.912.E.3.6: Clarifications: Examples are standard of living, exchange rates, productivity, gross domestic product.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LAFS.1112.RH.2.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

LAFS.1112.RH.3.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose and respond to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.FS.1112.SL.1.2</td>
<td>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
</tr>
<tr>
<td>LA.FS.1112.SL.1.3</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
</tr>
<tr>
<td>LA.FS.1112.SL.2.4</td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
</tr>
</tbody>
</table>
| LA.FS.1112.WHST.1.1 | Write arguments focused on discipline-specific content.  
  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  
  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  
  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
  e. Provide a concluding statement or section that follows from or supports the argument presented. |
| LA.FS.1112.WHST.1.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  
  c. Use varied transitions and sentence structures to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  
  d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  
  e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| LA.FS.1112.WHST.2.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.FS.1112.WHST.2.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LA.FS.1112.WHST.2.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LA.FS.1112.WHST.3.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LA.FS.1112.WHST.3.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LA.FS.1112.WHST.3.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| LA.FS.1112.WHST.4.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| MA.FS.912.N-Q.1.1 | Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★ Standard Relation to Course: Supporting |
| MA.FS.912.N-Q.1.2 | Define appropriate quantities for the purpose of descriptive modeling. ★ Standard Relation to Course: Supporting |
| MA.FS.912.N-Q.1.3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★ Standard Relation to Course: Supporting |
| MA.FS.912.S-ID.2.3 | Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★ Standard Relation to Course: Supporting |
| MA.FS.912.S-ID.2.4 | Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★ Standard Relation to Course: Supporting |
| MA.FS.912.S-ID.2.5 | Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★ Standard Relation to Course: Supporting |
| MA.FS.912.S-ID.2.6 | Evaluate reports based on data. ★ Standard Relation to Course: Supporting |
| MA.FS.912.S-ID.1.1 | Represent data with plots on the real number line (dot plots, histograms, and box plots). ★ Standard Relation to Course: Supporting |

**Clarifications:**  
Algebra 1 Content Notes:  
Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

**Standard Relation to Course:** Supporting
MAFS.912.S.ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S.ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S.ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.★

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about which tool to use. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

GENERAL NOTES

The American Economic Experience: Scarcity and Choice - The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to
the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Note: Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience (2102380).

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2102390
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics >
Abbreviated Title: AMER ECON EXP HON
Number of Credits: Half credit (.5)
Course Length: Semester (S)
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Attributes:
- Honors

Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Economics (Grades 6-12)</th>
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<tr>
<td>History (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| SS.912.A.5.11: | Examine causes, course, and consequences of the Great Depression and the New Deal.  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 37-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.E.1.1: | Identify the factors of production and why they are necessary for the production of goods and services.  
**Clarifications:**  
Examples are land, labor, capital, entrepreneurship. |
| SS.912.E.1.2: | Analyze production possibilities curves to explain choice, scarcity, and opportunity costs. |
| SS.912.E.1.3: | Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce? |
| SS.912.E.1.4: | Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.  
**Clarifications:**  
Examples of a decision-making model are interest rates, credit scores, payment plan. |
| SS.912.E.1.5: | Compare different forms of business organizations.  
**Clarifications:**  
Examples are sole proprietorship, partnership, corporation, limited liability corporation. |
| SS.912.E.1.6: | Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition). |
| SS.912.E.1.7: | Graph and explain how firms determine price and output through marginal cost analysis. |
| SS.912.E.1.8: | Explain ways firms engage in price and nonprice competition. |
| SS.912.E.1.9: | Describe how the earnings of workers are determined.  
**Clarifications:**  
Examples are minimum wage, the market value of the product produced, workers' productivity. |
| SS.912.E.1.10: | Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth. |
| SS.912.E.1.11: | Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth. |
| SS.912.E.1.12: | Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation). |
| SS.912.E.1.13: | Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States. |
| SS.912.E.1.14: | Compare credit, savings, and investment services available to the consumer from financial institutions.  
**Clarifications:**  
Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts. |
| SS.912.E.1.15: | Describe the risk and return profiles of various investment vehicles and the importance of diversification.  
**Clarifications:**  
Examples of a credit plan are interest rates, credit scores, payment plan. |
| SS.912.E.1.16: | Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.  
**Clarifications:**  
Examples of a budget plan are housing expenses, furnishing, personnel.  
Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.  
Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.  
Examples of a budget plan are interest rates, credit scores, payment plan. |
| SS.912.E.2.1: | Identify and explain broad economic goals.  
**Clarifications:**  
Examples are freedom, efficiency, equity, security, growth, price stability, full employment. |
| SS.912.E.2.2: | Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives. |
| SS.912.E.2.3: | Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. |
| SS.912.E.2.4: | Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.  
**Clarifications:**  
Examples are shortage, surplus, other inefficiencies. |
| SS.912.E.2.5: | Analyze how capital investments may impact productivity and economic growth.  
**Clarifications:**  
Examples are factories, machinery, technology, people. |
| SS.912.E.2.6: | Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.  
**Clarifications:**  
Examples are factories, machinery, technology, people. |
Examples are electric, water, cable, waste management.

SS.912.E.2.7: Identify the impact of inflation on society.

SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).

Clarifications: Examples are income, sales, social security.

SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.

SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.

Assess the economic impact of negative and positive externalities on the local, state, and national environment.

Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.

SS.912.E.2.11: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

SS.912.E.2.12: Demonstrate the impact of inflation on world economies.

Clarifications: Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

SS.912.E.3.1: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

Clarifications: Examples are NAFTA, CAFTA. Examples are quotas, tariffs.

SS.912.E.3.3: Assess the economic impact of negative and positive externalities on the international environment.

Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.

SS.912.E.3.4: Compare the current United States economy with other developed and developing nations.

Clarifications: Examples are standard of living, exchange rates, productivity, gross domestic product.

SS.912.E.3.5: Differentiate and draw conclusions about historical economic thought theorized by economists.

Clarifications: Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

Use geographic terms and tools to analyze case studies of issues in globalization.

Clarifications: Examples are cultural imperialism, outsourcing.

SS.912.W.7.4: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.
Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show students that various representations can have different purposes and can be useful in different situations.

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
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<tbody>
<tr>
<td>Complete tasks with mathematical fluency.</td>
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<tr>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
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<tr>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
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<tr>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<tr>
<td>• Complete tasks accurately and with confidence.</td>
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<tr>
<td>• Adapt procedures to apply them to a new context.</td>
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<td>• Use feedback to improve efficiency when performing calculations.</td>
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<tr>
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<tbody>
<tr>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
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<tr>
<td>• Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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<tr>
<td>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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<tr>
<th>MA.K12.MTR.4.1:</th>
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<tr>
<td>Engage in discussions that reflect on the mathematical thinking of self and others.</td>
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<tr>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<tr>
<td>• Analyze the mathematical thinking of others.</td>
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<td>• Compare the efficiency of a method to those expressed by others.</td>
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<tr>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
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<tr>
<td>• Justify results by explaining methods and processes.</td>
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<td>• Construct possible arguments based on evidence.</td>
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<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<tr>
<td>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
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<tr>
<td>• Create opportunities for students to discuss their thinking with peers.</td>
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<tr>
<td>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
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<tr>
<td>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
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<th>MA.K12.MTR.5.1:</th>
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<td>Use patterns and structure to help understand and connect mathematical concepts.</td>
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<tr>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
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<tr>
<td>• Focus on relevant details within a problem.</td>
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<td>• Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<td>• Decompose a complex problem into manageable parts.</td>
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<td>• Relate previously learned concepts to new concepts.</td>
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<tr>
<td>• Look for similarities among problems.</td>
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<td>• Connect solutions of problems to more complicated large-scale situations.</td>
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<th>Clarifications:</th>
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<tr>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
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<tr>
<td>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
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<tr>
<td>• Support students to develop generalizations based on the similarities found among problems.</td>
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<tr>
<td>• Provide opportunities for students to create plans and procedures to solve problems.</td>
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<tr>
<td>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
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<th>MA.K12.MTR.6.1:</th>
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<tr>
<td>Assess the reasonableness of solutions.</td>
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<tr>
<td>Mathematicians who assess the reasonableness of solutions:</td>
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<tr>
<td>• Estimate to discover possible solutions.</td>
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<tr>
<td>• Use benchmark quantities to determine if a solution makes sense.</td>
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<tr>
<td>• Check calculations when solving problems.</td>
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<td>• Verify possible solutions by explaining the methods used.</td>
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<td>• Evaluate results based on the given context.</td>
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<tr>
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<tbody>
<tr>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
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<tr>
<td>• Have students estimate or predict solutions prior to solving.</td>
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<tr>
<td>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
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<tr>
<td>• Reinforce that students check their work as they progress within and after a task.</td>
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<td>• Strengthen students' ability to verify solutions through justifications.</td>
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<th>MA.K12.MTR.7.1:</th>
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<tr>
<td>Apply mathematics to real-world contexts.</td>
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<tr>
<td>Mathematicians who apply mathematics to real-world contexts:</td>
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<tr>
<td>• Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>• Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</td>
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<th>Clarifications:</th>
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<tbody>
<tr>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
<tr>
<td>• Challenge students to question the accuracy of their models and methods.</td>
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</tbody>
</table>
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**
Make inferences to support comprehension.

**ELA.K12.EE.3.1:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a class poster board display must use instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.5.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**ELD.K12.ELL.5.5:**
English language learners communicate for social and instructional purposes within the school setting.

**HE.912.C.2.4:**
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**General Course Information and Notes**

**GENERAL NOTES**

**The American Economic Experience: Scarcity and Choice** - The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Note:** Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience (2102380).

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
Cambridge Pre-AICE - Travel & Tourism IGCSE Level (#2102400) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES


GENERAL INFORMATION

Course Number: 2102400

Number of Credits: One (1) credit

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics > Abbreviated Title: PRE-AICE TRVL&TRSM IG
Course Length: Year (Y)
Course Attributes:
  • Advanced International Certificate of Education (AICE)
Course Level: 3

Educator Certifications

Business Education (Grades 6-12)
Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES
For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2102410
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics
Abbreviated Title: AICE TRVL&TRSM 1 AS
Course Length: Year (Y)
Course Attributes:
- Advanced International Certificate of Education (AICE)
Course Level: 3
Number of Credits: One (1) credit
Grade Level(s): 9,10,11,12

Educator Certifications

<table>
<thead>
<tr>
<th>Business Education (Grades 6-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
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</table>
General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2102420

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics

Abbreviated Title: AICE TRVL&TRSM 2 AL

Course Length: Year (Y)

Course Attributes:
- Advanced International Certificate of Education (AICE)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

Business Education (Grades 6-12)
Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>2102430</th>
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</thead>
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<tr>
<td>Course Path:</td>
<td>Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Economics</td>
</tr>
<tr>
<td>Abbreviated Title:</td>
<td>IB BUS MGMT 1</td>
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<tr>
<td>Number of Credits:</td>
<td>One (1) credit</td>
</tr>
<tr>
<td>Course Attributes:</td>
<td>International Baccalaureate (IB)</td>
</tr>
<tr>
<td>Course Length:</td>
<td>Year (Y)</td>
</tr>
<tr>
<td>Course Status:</td>
<td>Course Approved</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td>9,10,11,12</td>
</tr>
</tbody>
</table>

Educator Certifications

| Business Education (Grades 6-12) |
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2102440

Number of Credits: One (1) credit

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics > Abbreviated Title: IB BUS MGMT 2
Course Length: Year (Y)
Course Attributes:
• International Baccalaureate (IB)
Course Level: 3

Educator Certifications

Business Education (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

**Course Number:** 2102450

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics >

**Abbreviated Title:** IB BUS MGMT 3

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Attributes:**
- International Baccalaureate (IB)

**Course Length:** Year (Y)

**Course Level:** 3

Educator Certifications

- Business Education (Grades 6-12)
<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.E.1.1:</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services. <strong>Clarifications:</strong> Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2:</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
</tr>
<tr>
<td>SS.912.E.1.3:</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.4:</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td>SS.912.E.1.5:</td>
<td>Compare different forms of business organizations. <strong>Clarifications:</strong> Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.6:</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
<tr>
<td>SS.912.E.1.10:</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.11:</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
</tr>
<tr>
<td>SS.912.E.1.13:</td>
<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
</tr>
<tr>
<td>SS.912.E.1.14:</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
</tr>
<tr>
<td>SS.912.E.1.15:</td>
<td>Identify and explain broad economic goals. <strong>Clarifications:</strong> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
</tr>
<tr>
<td>SS.912.E.2.1:</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.2.2:</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls. <strong>Clarifications:</strong> Examples are shortage, surplus, other inefficiencies.</td>
</tr>
<tr>
<td>SS.912.E.2.4:</td>
<td>Analyze how capital investments may impact productivity and economic growth. <strong>Clarifications:</strong> Examples are factories, machinery, technology, people.</td>
</tr>
<tr>
<td>SS.912.E.2.6:</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. <strong>Clarifications:</strong> Examples are electric, water, cable, waste management.</td>
</tr>
<tr>
<td>SS.912.E.2.7:</td>
<td>Identify the impact of inflation on society. <strong>Clarifications:</strong> Examples are factories, machinery, technology, people.</td>
</tr>
<tr>
<td>SS.912.E.2.8:</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <strong>Clarifications:</strong> Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.E.2.9:</td>
<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
</tr>
<tr>
<td>SS.912.E.2.11:</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment. <strong>Clarifications:</strong> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.2.12:</td>
<td>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.</td>
</tr>
<tr>
<td>SS.912.E.3.1:</td>
<td>Demonstrate the impact of inflation on world economies. <strong>Clarifications:</strong> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.3.2:</td>
<td>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage. <strong>Clarifications:</strong> Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</td>
</tr>
</tbody>
</table>
SS.912.E.3.3: Clarifications:
Examples are NAFTA, CAFTA.
Examples are quotas, tariffs.

SS.912.E.3.4: Clarifications:
Examples of negative are pollution, global warming.
Examples of positive are pure water, better air quality.

SS.912.E.3.5: Clarifications:
Examples are standard of living, exchange rates, productivity, gross domestic product.

SS.912.E.3.6: Clarifications:
Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

SS.912.FL.1.1: Clarifications:
Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.

SS.912.FL.1.2: Clarifications:
Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe decisions by evaluating the benefits and costs of different choices.

SS.912.FL.1.3: Clarifications:
Compare the benefits and costs of a college education to those of a technical school.
Compare the unemployment rates of workers with different levels of education.

SS.912.FL.1.4: Clarifications:
Discuss why wages or salaries vary among workers in different types of jobs and among workers in the same jobs.
Discuss why the productivity of workers is important to businesses.

SS.912.FL.1.5: Clarifications:
Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.

SS.912.FL.1.6: Clarifications:
Discuss how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market.
Discuss why the productivity of workers is important to businesses.

SS.912.FL.1.7: Clarifications:
Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

SS.912.FL.2.1: Clarifications:
Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

SS.912.FL.2.2: Clarifications:
Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

SS.912.FL.2.3: Clarifications:
Discuss ways that consumers may be influenced by how the price of a good is expressed.

SS.912.FL.2.4: Clarifications:
Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price.
List different ways retailers use to express the prices of their products.
SS.912.FL.2.5: How the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:**
Write a newspaper column, “Tips for Consumers,” explaining why searching for information may be more important when purchasing expensive, durable goods and services than for inexpensive and nontangible products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

SS.912.FL.2.6: Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

**Clarifications:**
Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

SS.912.FL.2.7: Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

**Clarifications:**
Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

SS.912.FL.3.1: Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

**Clarifications:**
Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.

SS.912.FL.3.2: Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

**Clarifications:**
Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

SS.912.FL.3.3: Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.

**Clarifications:**
Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

SS.912.FL.3.4: Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

**Clarifications:**
Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

SS.912.FL.3.5: Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system.

**Clarifications:**
Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

SS.912.FL.3.6: Describe government policies that create incentives and disincentives for people to save.

**Clarifications:**
Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

SS.912.FL.3.7: Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer.

**Clarifications:**
Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."

SS.912.FL.4.1: Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

**Clarifications:**
Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

SS.912.FL.4.2: Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

**Clarifications:**
Explain why a bank may offer low-rate introductory credit offers.

SS.912.FL.4.3: Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

**Clarifications:**
Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

SS.912.FL.4.4: Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports.

**Clarifications:**
List factors from an individual's credit history or credit application that may cause a lender to deny credit.
Explain what credit bureaus do.

**SS.912.FL.4.6:** Discuss that lenders can pay to receive a borrower’s credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person’s credit risk.

Clarifications: Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.

**SS.912.FL.4.7:** Describe that, in addition to assessing a person’s credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.

Clarifications: Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.

**SS.912.FL.4.8:** Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

Clarifications: Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.

**SS.912.FL.4.9:** Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

Clarifications: Identify the costs and benefits associated with using different credit counseling services.

**SS.912.FL.4.10:** Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer’s credit report for up to 10 years.

Clarifications: Investigate the costs of bankruptcy by examining the bankruptcy laws in Florida.

**SS.912.FL.4.11:** Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.

Clarifications: Predict what might happen should a homeowner fail to make his or her mortgage payments.

**SS.912.FL.4.12:** Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

Clarifications: Explain why it is important that consumers have full information about loans. Explain the information on a credit disclosure statement.

**SS.912.FL.4.13:** Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

Clarifications: Explain why it is important to check the accuracy of the information recorded on a credit report and know what steps to take to correct errors on credit reports.

**SS.912.FL.5.1:** Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.

Clarifications: Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.

**SS.912.FL.5.2:** Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

Clarifications: Identify and compare the administrative costs of several mutual funds and estimate the differences in the total amount accumulated after 10 years for each mutual fund, assuming identical market performance.

**SS.912.FL.5.3:** Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.

Clarifications: Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.

**SS.912.FL.5.4:** Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.

Clarifications: Explain why the expected rate of return on a “blue chip” stock is likely to be lower than that of an Internet start-up company.

**SS.912.FL.5.5:** Explain that shorter-term investments will likely have lower rates of return than longer-term investments.

Clarifications: Explain how markets will determine the rates of return for two bonds if one is a long-term bond and the other a short-term bond, assuming each bond pays the same rate of interest.

**SS.912.FL.5.6:** Describe how diversifying investments in different types of financial assets can lower investment risk.

Clarifications: Compare the risk faced by two investors, both of whom own two businesses on a beach. One investor owns a suntan lotion business and a rain umbrella business. The other investor owns two suntan lotion businesses. Explain why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.

**SS.912.FL.5.7:** Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

Clarifications: Explain how prices of financial investments can adjust when given specific news about a company’s or industry’s future profitability.
<table>
<thead>
<tr>
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<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.FL.5.8</td>
<td>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</td>
</tr>
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</table>

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<tr>
<td>SS.912.FL.5.9</td>
<td>Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</td>
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<tbody>
<tr>
<td>SS.912.FL.5.10</td>
<td>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</td>
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<tbody>
<tr>
<td>SS.912.FL.5.11</td>
<td>Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>SS.912.FL.5.12</td>
<td>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</td>
</tr>
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</table>

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<tbody>
<tr>
<td>SS.912.FL.6.1</td>
<td>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</td>
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<tbody>
<tr>
<td>SS.912.FL.6.2</td>
<td>Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they've heard of or seen a recent example.</td>
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<tr>
<td>SS.912.FL.6.3</td>
<td>Describe how an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</td>
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</tbody>
</table>

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<tr>
<td>SS.912.FL.6.4</td>
<td>Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</td>
</tr>
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<td>SS.912.FL.6.5</td>
<td>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</td>
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<tr>
<td>SS.912.FL.6.6</td>
<td>Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.</td>
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</table>

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<tr>
<td>SS.912.FL.6.7</td>
<td>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</td>
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</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Clarifications</th>
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</thead>
<tbody>
<tr>
<td>SS.912.FL.6.8</td>
<td>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Standard</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.FL.6.9</td>
<td>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.FL.6.10</td>
<td>Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to...</td>
</tr>
</tbody>
</table>
SS.912.FL.6.10: Identify theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content:
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.S-ID.1.1: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Clarifications: In grades 6 - 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.2: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Clarifications: In grades 6 - 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.3: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.4: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students use carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
General Course Information and Notes

VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB.

For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP. Pre-IB courses should only be used in schools where MYP is not offered.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 2102800

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10

Graduation Requirement: Economics

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics >

Abbreviated Title: FL PRE-IB COMP ECONS

Course Length: Semester (S)

Course Attributes:

- Honors

Course Level: 3
<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
<tr>
<td>Economics (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.E.1.1</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.2</td>
<td>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</td>
</tr>
<tr>
<td>SS.912.E.1.3</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.4</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td>SS.912.E.1.5</td>
<td>Compare different forms of business organizations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</td>
</tr>
<tr>
<td>SS.912.E.1.6</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
<tr>
<td>SS.912.E.1.7</td>
<td>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.8</td>
<td>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.</td>
</tr>
<tr>
<td>SS.912.E.1.9</td>
<td>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).</td>
</tr>
<tr>
<td>SS.912.E.1.10</td>
<td>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</td>
</tr>
<tr>
<td>SS.912.E.1.11</td>
<td>Compare credit, savings, and investment services available to the consumer from financial institutions.</td>
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<tr>
<td>SS.912.E.2.1</td>
<td>Identify and explain broad economic goals.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</td>
</tr>
<tr>
<td>SS.912.E.2.2</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.2.3</td>
<td>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are shortage, surplus, other inefficiencies.</td>
</tr>
<tr>
<td>SS.912.E.2.4</td>
<td>Analyze how capital investments may impact productivity and economic growth.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are factories, machinery, technology, people.</td>
</tr>
<tr>
<td>SS.912.E.2.5</td>
<td>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are electric, water, cable, waste management.</td>
</tr>
<tr>
<td>SS.912.E.2.6</td>
<td>Identify the impact of inflation on society.</td>
</tr>
<tr>
<td>SS.912.E.2.7</td>
<td>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are income, sales, social security.</td>
</tr>
<tr>
<td>SS.912.E.2.8</td>
<td>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.</td>
</tr>
<tr>
<td>SS.912.E.2.9</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.2.10</td>
<td>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.</td>
</tr>
<tr>
<td>SS.912.E.2.11</td>
<td>Demonstrate the impact of inflation on world economies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.2.12</td>
<td>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.</td>
</tr>
<tr>
<td>SS.912.E.2.13</td>
<td>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are NAFTA, CAFTA, Examples are quotas, tariffs.</td>
</tr>
</tbody>
</table>
SS.912.E.3.4:
Assess the economic impact of negative and positive externalities on the international environment.

**Clarifications:**
Examples of negative are pollution, global warming.
Examples of positive are pure water, better air quality.

SS.912.E.3.5:
Compare the current United States economy with other developed and developing nations.

**Clarifications:**
Examples are standard of living, exchange rates, productivity, gross domestic product.

SS.912.E.3.6:
Differentiate and draw conclusions about historical economic thought theorized by economists.

**Clarifications:**
Examples are Adam Smith, Ricardo, Keynes, Friedman, Say, Gilder.

SS.912.FL.1.1:
Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.

**Clarifications:**
Identify non-income factors that influence career or job choice by interviewing three individuals who work at different jobs.

SS.912.FL.1.2:
Discuss that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.

**Clarifications:**
Explain how people's willingness to wait or plan for the future affects their decision to get more education or job training in a dynamic and changing labor market. Speculate how a high school student might assess the future benefits of going to college, and describe how that assessment will affect the student's decision to attend college.

SS.912.FL.1.3:
Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

**Clarifications:**
Compare the benefits and costs of a college education to those of a technical school. Compare the unemployment rates of workers with different levels of education.

SS.912.FL.1.4:
Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.

**Clarifications:**
Explain why wages or salaries vary among workers in different types of jobs and among workers in the same jobs. Discuss why the productivity of workers is important to businesses.

SS.912.FL.1.5:
Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.

**Clarifications:**
Explain how an increase in the demand for mobile applications might impact the wages paid to software developers. Explain the effects of a recession on the unemployment rate.

SS.912.FL.1.6:
Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.

**Clarifications:**
Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. Identify which level of government receives the tax revenue for a particular tax and describe what is done with the tax revenue.

SS.912.FL.1.7:
Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.

**Clarifications:**
Investigate the tax rates on different sources of income and on different types of goods that are purchased.

SS.912.FL.2.1:
Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

**Clarifications:**
Write scenarios explaining how an individual's decision to buy athletic shoes may have been influenced by various factors.

SS.912.FL.2.2:
Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

**Clarifications:**
Discuss the positive or negative impacts of an activity such as smoking cigarettes or attending school, etc., might have on other individuals and the community.

SS.912.FL.2.3:
Discuss when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.

**Clarifications:**
Explain the factors that a consumer who is buying an automobile should consider before making a choice.

SS.912.FL.2.4:
Describe ways that consumers may be influenced by how the price of a good is expressed.

**Clarifications:**
Write a paragraph explaining why a store might advertise the price of a flat screen TV expressed as an amount per day or week rather than the actual full price. List different ways retailers use to express the prices of their products.

SS.912.FL.2.5:
Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Clarifications:**
Write a newspaper column, "Tips for Consumers," explaining why searching for information may be more important when purchasing expensive,
durable goods and services than for inexpensive and nondurable products. Include an explanation of how impulse buying can be avoided by sleeping on a decision before making a big purchase.

SS.912.FL.2.6: Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating. Clarifications: Brainstorm a list of charitable organizations that are operating in the students' community. For each organization, list a possible reason that a donor might want to give to that charitable organization.

SS.912.FL.2.7: Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud. Clarifications: Draft a complaint letter to an appropriate firm or agency about a problem the consumer has encountered with a purchase.

SS.912.FL.3.1: Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future. Clarifications: Identify instances in their lives where they decided to buy something immediately and then wished they had instead saved the money for future purchases.

SS.912.FL.3.2: Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation. Clarifications: Explain why savers expect a higher nominal interest rate when inflation is expected to be high.

SS.912.FL.3.3: Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow. Clarifications: Given the nominal interest rate and the rate of inflation over the course of one year, explain what will happen to the purchasing power of savings.

SS.912.FL.3.4: Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest. Clarifications: Use spreadsheet software to calculate the amount a 10-year-old would need to save today in order to pay for one year of college tuition eight years from now.

SS.912.FL.3.5: Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation's banking and financial system. Clarifications: Explain the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation's banking system. These agencies include the Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, the FDIC, and state banking departments.

SS.912.FL.3.6: Describe government policies that create incentives and disincentives for people to save. Clarifications: Explain why traditional IRAs (individual retirement accounts), Roth IRAs, and educational savings accounts provide incentives for people to save.

SS.912.FL.3.7: Explain how employer benefit programs create incentives and disincentives to save and how an employee's decision to save can depend on how the alternatives are presented by the employer. Clarifications: Explain why matches of retirement savings by employers substantially change the incentives for employees to save. Explain why having employees "opt out" of savings programs results in a higher level of saving than having them "opt in."

SS.912.FL.4.1: Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments. Clarifications: Use the APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

SS.912.FL.4.2: Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment. Clarifications: Explain why a bank may offer low-rate introductory credit offers.

SS.912.FL.4.3: Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans. Clarifications: Describe why people often make a cash payment to the seller of a good—called a down payment—in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

SS.912.FL.4.4: Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports. Clarifications: List factors from an individual's credit history or credit application that may cause a lender to deny credit. Explain what credit bureaus do.

SS.912.FL.4.5: Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.FL.4.6:</td>
<td>Explain the concept of a credit score and what it indicates about a borrower. Explain why certain factors, such as having many credit cards with large lines of credit and large balances, might hurt a credit score.</td>
</tr>
<tr>
<td>SS.912.FL.4.7:</td>
<td>Provide two examples of how having a good credit score can benefit a person financially. Explain why employers find it useful to hire someone with a better credit score.</td>
</tr>
<tr>
<td>SS.912.FL.4.8:</td>
<td>Write a scenario about the future opportunities a person can lose by failing to repay loans as agreed.</td>
</tr>
<tr>
<td>SS.912.FL.4.9:</td>
<td>Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.</td>
</tr>
<tr>
<td>SS.912.FL.4.10:</td>
<td>Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.</td>
</tr>
<tr>
<td>SS.912.FL.5.1:</td>
<td>Given tax rates and inflation rates, calculate the real, after-tax rates of return for groups of stocks and bonds.</td>
</tr>
<tr>
<td>SS.912.FL.5.2:</td>
<td>Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</td>
</tr>
<tr>
<td>SS.912.FL.5.3:</td>
<td>Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</td>
</tr>
<tr>
<td>SS.912.FL.5.4:</td>
<td>Predict what will happen to the price and rate of return on a bond if buyers believe that the bond has increased in risk.</td>
</tr>
<tr>
<td>SS.912.FL.5.5:</td>
<td>Explain that shorter-term investments will likely have lower rates of return than longer-term investments.</td>
</tr>
<tr>
<td>SS.912.FL.5.6:</td>
<td>Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.</td>
</tr>
<tr>
<td>SS.912.FL.5.7:</td>
<td>Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.</td>
</tr>
<tr>
<td>SS.912.FL.5.8:</td>
<td>Identify the costs and benefits associated with using different credit counseling services.</td>
</tr>
</tbody>
</table>
Give an example of a change in interest rates affecting the current value of a financial asset that pays returns in the future. Explain why the current value increases when interest rates fall. Explain how a change in economic growth might change the value of a stock held by an investor.

<table>
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<tr>
<th>SS.912.FL.5.9:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Explain why investors may sell stocks that have gained in value, but hold ones that have lost value. Explain why this may not make sense. Identify an example of why an investor may have a bias toward familiar investments and why this may or may not be a rational decision.</td>
</tr>
<tr>
<td>Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.</td>
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<tr>
<th>SS.912.FL.5.11:</th>
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<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Discuss whether or not a premium paid to insure against an accident that never happens is wasted.</td>
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<tr>
<th>SS.912.FL.5.12:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</td>
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<tr>
<th>SS.912.FL.6.1:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</td>
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<th>SS.912.FL.6.2:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Discuss an extended warranty on a consumer product is like insurance. Evaluate the cost-effectiveness of extended warranties on three consumer products: a new automobile, a smart phone, and a dishwasher, considering the likelihood that the product will fail, the cost of replacing the item, and the price of the warranty.</td>
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<tr>
<th>SS.912.FL.6.6:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</td>
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<tr>
<th>SS.912.FL.6.7:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.</td>
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<th>SS.912.FL.6.8:</th>
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<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Conduct research to learn about the SEC or the Federal Reserve and identify their roles in regulating financial markets.</td>
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<th>SS.912.FL.6.9:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Given hypothetical profiles for three types of individuals who differ with respect to occupation, age, lifestyle, marital status, and financial profile, assess the types and levels of personal financial risk faced by each and make recommendations for appropriate insurance.</td>
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<tr>
<th>SS.912.FL.6.10:</th>
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<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Describe why people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.</td>
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<tr>
<th>SS.912.FL.6.11:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Explain why homeowners insurance is required by a lender when a homeowner takes out a mortgage. Investigate Florida's regulations regarding the amount of auto insurance that drivers are required to purchase as well as federal health insurance regulations.</td>
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<tr>
<th>SS.912.FL.6.12:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).</td>
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<tr>
<th>SS.912.FL.6.13:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Given an accident scenario, calculate the amount that would be paid on an insurance claim after applying exclusions and deductibles.</td>
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<tr>
<th>SS.912.FL.6.14:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Explain why taking a safe-driving course can lower an auto insurance premium and why not smoking can lower the health insurance premium.</td>
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<tr>
<th>SS.912.FL.6.15:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.</td>
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<tr>
<th>SS.912.FL.6.16:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Compare the coverage and costs of hypothetical plans for a set of scenarios for various types of insurance.</td>
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<tr>
<th>SS.912.FL.6.17:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.</td>
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<tr>
<th>SS.912.FL.6.18:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Describe examples of government transfer programs that compensate for unexpected losses, including Social Security Disability benefits, Medicare, Medicaid, unemployment insurance, and workers' compensation.</td>
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<tr>
<th>SS.912.FL.6.19:</th>
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</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.</td>
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<tr>
<th>SS.912.FL.6.20:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams, and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.</td>
</tr>
</tbody>
</table>
### SS.912.FL.6.10:

**Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.**

**Clarifications:**
- Recommend actions a victim of identity theft should take to limit losses and restore personal security.

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>- Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td>- Ask questions that will help with solving the task.</td>
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<tr>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td>- Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
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<tbody>
<tr>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
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</thead>
<tbody>
<tr>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
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<tbody>
<tr>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td>- Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td>- Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td>- Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td>- Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Help students make connections between concepts and representations.
  - Recognize students' effort when solving challenging problems.
  - Develop students' ability to analyze and problem solve.

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
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<tbody>
<tr>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td>- Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1: Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</th>
</tr>
</thead>
</table>
| - Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  
- Check calculations when solving problems.  
- Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context. |

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1: Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</th>
</tr>
</thead>
</table>
| - Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency. |

<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. Clarifications:</th>
</tr>
</thead>
</table>
| K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently. Clarifications:</th>
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<tbody>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
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</table>

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<thead>
<tr>
<th>ELA.K12.EE.3.1: Make inferences to support comprehension. Clarifications:</th>
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<tbody>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
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<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications:</th>
</tr>
</thead>
</table>
| In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ____.” The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |

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<thead>
<tr>
<th>ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work. Clarifications:</th>
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<tbody>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
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</tbody>
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<thead>
<tr>
<th>ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing. Clarifications:</th>
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<tbody>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
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<tr>
<th>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</th>
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</table>
**VERSION DESCRIPTION**

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include the interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**GENERAL NOTES**

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes. https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sl.pdf

**GENERAL INFORMATION**

Course Number: 2102800

Number of Credits: Half credit (.5)

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10

Graduation Requirement: Economics

**Course Path:** Section: Grades PreK to 12 Education

Courses > Grade Group: Grades 9 to 12 and Adult

Education Courses > Subject: Social Studies >

SubSubject: Economics >

Abbreviated Title: FL PRE-IB COMP ECONS

Course Length: Semester (S)

Course Attributes:

- Honors

Course Level: 3
International Baccalaureate Economics 1 (#2102810) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2102810

Number of Credits: One (1) credit

Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Economics

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics >
Abbreviated Title: IB ECONOMICS 1
Course Length: Year (Y)
Course Attributes:
• International Baccalaureate (IB)
Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Economics (Grades 6-12)</th>
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<tr>
<td>Social Science (Grades 5-9)</td>
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General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2102820
Number of Credits: One (1) credit
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics > Abbreviated Title: IB ECONOMICS 2
Course Length: Year (Y)
Course Attributes:
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Course Level: 3
Graduation Requirement: Economics

Educator Certifications

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International Baccalaureate Economics
3 (#2102830) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2102830

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Economics

Abbreviated Title: IB ECONOMICS 3

Course Length: Year (Y)

Course Attributes:

- International Baccalaureate (IB)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Economics

Educator Certifications

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- History (Grades 6-12)
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## Course Standards

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| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5: | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.6: | Explain how the world's nations are governed differently. |
| SS.912.C.4.1: | Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. |
| SS.912.C.4.2: | Assess human rights policies of the United States and other countries. |
| SS.912.C.4.3: | Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. |
| SS.912.G.1.1: | Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.2: | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.3: | Use geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  
**Clarifications:** Examples are thematic, contour, and dot-density. |
| SS.912.G.1.4: | Identify the physical characteristics and the human characteristics that define and differentiate regions.  
**Clarifications:** Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography. |
| SS.912.G.2.1: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |
| SS.912.G.2.2: | Interpret population growth and other demographic data for any given place. |
| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  
**Clarifications:** Examples are desertification, global warming, cataclysmic natural disasters. |
| SS.912.G.4.1: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.2: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.4.3: | Use political maps to describe the change in boundaries and governments within continents over time. |
| SS.912.G.4.4: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.G.4.5: | Use political maps to describe the change in boundaries and governments within continents over time. |
| SS.912.G.4.6: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.H.1.1: | Use timelines to establish cause and effect relationships of historical events.  
**Clarifications:** Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.3.1: | Use timelines to establish cause and effect relationships of historical events.  
**Clarifications:** Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.W.1.2: | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.3: | Compare time measurement systems used by different cultures.  
**Clarifications:** Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |
| SS.912.W.1.4: | Interpret and evaluate primary and secondary sources.  
**Clarifications:** Examples are artifacts, images, auditory and written sources. |
| SS.912.W.1.5: | Interpret and evaluate primary and secondary sources.  
**Clarifications:** Examples are artifacts, images, auditory and written sources. |
| SS.912.W.1.6: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |

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**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

Trace the growth and development of a national identity in the countries of England, France, and Spain.

Describe the impact of Japan's physiography on its economic and political development.

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

Compare Japan's cultural and economic relationship to China and Korea.

Discuss significant people and beliefs associated with Islam.

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

Compare economic, political, and social developments in East, West, and South Africa.

Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

Describe the causes and effects of post-World War II economic and demographic changes.

Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

Describe the causes and effects of twentieth century nationalist conflicts.

Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s)
and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.1.1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.5: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.2.6: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.2.7: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.2.8: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.2.9: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.910.WHST.4.10: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.3.2: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.3.4: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.3.5: Evaluate reports based on data. ★

Standard Relation to Course: Supporting

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

MAFS.912.S-ID.1.1: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.2: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.3: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given data, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically choosing values for solving. They are able to relate the choice of tools to the mathematical problem. Mathematically proficient students can identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

**World Cultural Geography** - The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics, and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural, and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

**Mathematics Benchmarks Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and...
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Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

- **Course Number:** 2103300
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Geography > Abbreviated Title: WORLD CLTRL GEOG
- **Number of Credits:** One (1) credit
- **Course Length:** Year (Y)
- **Grade Level(s):** 9, 10, 11, 12
- **Course Type:** Elective Course
- **Course Status:** Course Approved

To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)
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<td>SS.912.G.4.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.4.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>SS.912.G.4.5:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.G.4.6:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
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<tr>
<td>SS.912.H.1.4:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
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<tr>
<td>SS.912.H.3.1:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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<tr>
<td>SS.912.H.3.2:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<td>SS.912.H.3.3:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
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<td>SS.912.H.3.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
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<td>SS.912.H.3.5:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
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<td>SS.912.H.3.6:</td>
<td>Compare time measurement systems used by different cultures.</td>
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<td>SS.912.H.3.7:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
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<tr>
<td>SS.912.H.3.8:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.H.3.9:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
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<tr>
<td>SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</td>
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<tr>
<td><strong>Clariﬁcations:</strong> Examples are ethnic, cultural, personal, national, religious.</td>
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<thead>
<tr>
<th>SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian inﬂuence, and the cultures of northern European peoples promoting a cultural unity in Europe.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</td>
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<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1: Teachers who encourage students to participate actively in eﬀortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong> Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong> Develop students’ ability to analyze and problem solve.</td>
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<tr>
<td><strong>Clariﬁcations:</strong> Recognize students’ eﬀort when solving challenging problems.</td>
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<tr>
<th>MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.</th>
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<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Help students make connections between concepts and representations.</td>
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<tr>
<td><strong>Clariﬁcations:</strong> Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<tr>
<td><strong>Clariﬁcations:</strong> Show students that various representations can have different purposes and can be useful in diﬀerent situations.</td>
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<tr>
<th>MA.K12.MTR.3.1: Complete tasks with mathematical ﬂuency.</th>
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<tbody>
<tr>
<td><strong>Clariﬁcations:</strong> Select eﬃcient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong> Maintain ﬂexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong> Complete tasks accurately and with conﬁdence.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong> Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong> Use feedback to improve eﬃciency when performing calculations.</td>
</tr>
</tbody>
</table>
### Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Mathematicians who assess the reasonableness of solutions:
- Assess the reasonableness of solutions.
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Mathematicians who apply mathematics to real-world contexts:
- Apply mathematics to real-world contexts.
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Cite evidence to explain and justify reasoning.

#### ELA.K12.EE.1.1:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide.
English language learners communicate for social and instructional purposes within the school setting. They continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts referenced by the instructor.

ELA.K12.EE.2.1:

European history, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard
should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>2103300</th>
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<tbody>
<tr>
<td>Number of Credits:</td>
<td>One (1) credit</td>
</tr>
<tr>
<td>Course Type:</td>
<td>Elective Course</td>
</tr>
<tr>
<td>Course Status:</td>
<td>State Board Approved</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td>9,10,11,12</td>
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</tbody>
</table>

**Course Path: Section:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Geography > Abbreviated Title: WORLD CLTRL GEOG

**Course Length:** Year (Y)

**Course Level:** 2

**Educator Certifications**

- Geography (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. <strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
</tbody>
</table>
| SS.912.A.1.6: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.  
**Clarifications:** Use spatial perspective and appropriate geographic terms and tools, such as thematic, contour, and dot-density. |
| SS.912.CG.4.1: | Explain how the United States uses foreign policy to influence other nations.  
- Students will explain how the policies of other nations influence U.S. policy and society.  
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf](http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf) |
| SS.912.CG.4.2: | Explain how the United States uses foreign policy supports democratic principles and protects human rights around the world.  
- Students will explain how the United States supports democratic principles and protects human rights around the world.  
- Students will analyze the advantages and disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population. |
| SS.912.CG.4.3: | Explain how the United States uses foreign policy supports democratic principles and protects human rights around the world.  
- Students will explain how the United States supports democratic principles and protects human rights around the world.  
- Students will analyze the advantages and disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population. |
| SS.912.G.1.1: | Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. |
| SS.912.G.1.2: | Use geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.3: | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4: | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. **Clarifications:** Identify the physical characteristics and the human characteristics that define and differentiate regions. |
| SS.912.G.2.1: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. **Clarifications:** Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography. |
| SS.912.G.2.2: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. **Clarifications:** Examples are desertification, global warming, cataclysmic natural disasters. |
| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. **Clarifications:** Examples are desertification, global warming, cataclysmic natural disasters. |
| SS.912.G.4.1: | Analyze how population growth and other demographic data for any given place. |
| SS.912.G.4.2: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.3: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.4.7: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.G.4.9: | Use political maps to describe the change in boundaries and governments within continents over time. |
| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts. **Clarifications:** Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
### SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- **Clarifications:** Examples are the Internet, modern transportation systems, and the role of technology in cultural preservation.

### SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- **Clarifications:** Examples include the development of unique timelines for ancient civilizations, the Industrial Revolution, and the Cold War.

### SS.912.W.1.2: Interpret and evaluate primary and secondary sources.
- **Clarifications:** Examples include analyzing primary sources such as letters, diaries, and government documents, and evaluating secondary sources such as textbooks and academic articles.

### SS.912.W.1.3: Explain how historians use historical inquiry and other sciences to understand the past.
- **Clarifications:** Examples include the use of archaeological data, ethnographic studies, and paleoecological research.

### SS.912.W.1.4: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- **Clarifications:** Examples include the Ten Commandments, the New Testament, and the Five Pillars of Islam.

### SS.912.W.1.5: Describe Japan's cultural and economic relationship to China and Korea.
- **Clarifications:** Examples include the influence of Chinese characters on Japanese writing, and the historical and cultural exchange between Japan and Korea.

### SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- **Clarifications:** Examples include the contributions of historical figures and events to the development of identity.

### SS.912.W.2.13: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- **Clarifications:** Examples include the debate over the causes of World War I and the impact of个别 historical events.

### SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.
- **Clarifications:** Examples include the influence of Japan's mountainous terrain on the development of its agricultural and industrial regions.

### SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
- **Clarifications:** Examples include the development of the shogunate, samurai, and social hierarchy.

- **Clarifications:** Examples include the historical and cultural exchange between Japan and Korea.

### SS.912.W.3.1: Compare economic, political, and social developments in East, West, and South Africa.
- **Clarifications:** Examples include the apartheid policy and its effects on economic and political development.

### SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- **Clarifications:** Examples include the Ten Commandments, the New Testament, and the Five Pillars of Islam.

### SS.912.W.3.3: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
- **Clarifications:** Examples include the development of complex societies and urban centers in the Americas.

### SS.912.W.3.4: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- **Clarifications:** Examples include the Ten Commandments, the New Testament, and the Five Pillars of Islam.

### SS.912.W.3.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- **Clarifications:** Examples include the impact of pandemics on global economies and social structures.

### MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
- **Clarifications:** Examples include problem-solving activities, group work, and collaborative projects.

### MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways:
- **Clarifications:** Examples include visual representations, mathematical models, and written explanations.

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### Clarifications

#### Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

#### MA.K12.MTR.3.1:
**Complete tasks with mathematical fluency.**

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the methods they used and determine if a more efficient method could have been used.

#### MA.K12.MTR.4.1:
**Engage in discussions that reflect on the mathematical thinking of self and others.**

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

#### MA.K12.MTR.5.1:
**Use patterns and structure to help understand and connect mathematical concepts.**

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

#### MA.K12.MTR.6.1:
**Assess the reasonableness of solutions.**

**Mathematicians who assess the reasonableness of solutions:**
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

#### Apply mathematics to real-world contexts.

**Mathematicians who apply mathematics to real-world contexts:**
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or...
| MA.K12.MTR.7.1: | **Clariﬁcations:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines. |
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<tbody>
<tr>
<td>Cite evidence to explain and justify reasoning.</td>
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| **Clariﬁcations:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |
| Read and comprehend grade-level complex texts profiency. |
| **Clariﬁcations:**
See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| Make inferences to support comprehension. |
| **Clariﬁcations:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |
| Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. |
| **Clariﬁcations:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because _______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
| Use the accepted rules governing a specific format to create quality work. |
| **Clariﬁcations:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| Use appropriate voice and tone when speaking or writing. |
| **Clariﬁcations:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |
| English language learners communicate for social and instructional purposes within the school setting. |
| **Clariﬁcations:**
Evaluate how public health policies and government regulations can influence health promotion and disease prevention. 7 Students should analyze texts, identify the purpose of the text, and evaluate the reasoning used in the text. Students should refer to text evidence when supporting conclusions. 9 Students will analyze texts, identify the purpose of the text, and evaluate the reasoning used in the text. Students should refer to text evidence when supporting conclusions. 11 Students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. 12 Students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
| **GENERAL NOTES**

**World Cultural Geography** - The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, political characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer,
complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cmsreview.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2103400
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Geography > Abbreviated Title: AP HUMAN GEOG
Course Length: Year (Y)
Course Attributes:
  • Advanced Placement (AP)
Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Geography (Grades 6-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
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</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2103410
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Geography > Abbreviated Title: AICE GEOG 1 AS
Course Length: Year (Y)
Course Attributes:
- Advanced International Certificate of Education (AICE)
Course Level: 3
Number of Credits: One (1) credit
Grade Level(s): 9,10,11,12
Educator Certifications

Geography (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES


GENERAL INFORMATION

Course Number: 2103420

Course Path: Section: Grades PreK to 12 Education
Courses: Grades 9 to 12 and Adult Education Courses
Subject: Social Studies
SubSubject: Geography
Abbreviated Title: PRE-AICE GEOG IG
Course Length: Year (Y)

Number of Credits: One (1) credit

Course Attributes:
• Advanced International Certificate of Education (AICE)

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Geography (Secondary Grades 7-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2103430

Number of Credits: One (1) credit

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >
SubSubject: Geography >
Abbreviated Title: IB GEOGRAPHY 1
Course Length: Year (Y)
Course Attributes:
- International Baccalaureate (IB)
Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Geography (Grades 6-12)</th>
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<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

- Course Number: 2103800
- Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Geography
- Abbreviated Title: IB WRLD GEOGRAPHY
- Course Length: Year (Y)
- Course Attributes:
  - International Baccalaureate (IB)
- Course Level: 3

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

<table>
<thead>
<tr>
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<td>Social Science (Grades 6-12)</td>
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</tbody>
</table>
International Baccalaureate Geography
2 (#2103805) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2103805
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Geography > Abbreviated Title: IB GEOGRAPHY 2
Course Length: Year (Y)
Course Attributes:
• International Baccalaureate (IB)
Course Level: 3

Educator Certifications

<table>
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<tr>
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</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2103810

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies>

SubSubject: Geography>

Abbreviated Title: IB MYP WRLD GEO

Course Length: Year (Y)

Course Attributes:
• International Baccalaureate (IB)

Course Level: 3

Educator Certifications

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</table>
Introduction to the Social Sciences (#2104300) 2015 - 2022

Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.7:</td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.C.2.8:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.3.1:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.E.1.1:</td>
<td>Identify the factors of production and why they are necessary for the production of goods and services.</td>
</tr>
<tr>
<td>SS.912.E.1.2:</td>
<td>Clarifications: Examples are land, labor, capital, entrepreneurship.</td>
</tr>
<tr>
<td>SS.912.E.1.3:</td>
<td>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? (3) For whom to produce?</td>
</tr>
<tr>
<td>SS.912.E.1.4:</td>
<td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td>
</tr>
<tr>
<td>SS.912.E.1.6:</td>
<td>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</td>
</tr>
</tbody>
</table>
SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

SS.912.E.3.5: Clarifications:
Examples are standard of living, exchange rates, productivity, gross domestic product.

SS.912.E.3.6: Clarifications:
Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Clarifications:
Examples are thematic, contour, and dot-density.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.1: Clarifications:
Examples are physical characteristics are climate, terrain, resources.
Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3: Clarifications:
Examples are desertification, global warming, cataclysmic natural disasters.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.1: Clarifications:
Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.3: Clarifications:
Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.

SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

Compare time measurement systems used by different cultures.

SS.912.W.1.2: Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynamic periods, decade, century, era.

Interpret and evaluate primary and secondary sources.

SS.912.W.1.3: Clarifications:
Examples are artifacts, images, auditory and written sources.

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.4: Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.5: Clarifications:
Examples are ethnic, cultural, personal, national, religious.

Evaluate the role of history in shaping identity and character.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.1: Clarifications:
Examples are ethnic, cultural, personal, national, religious.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.WHST.1.1: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.910.WHST.1.2: Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.1.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.5: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.2.6: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.2.7: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.2.8: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.S-IC.2.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.6: Evaluate reports based on data. ★

Standard Relation to Course: Supporting
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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</table>
| MAFS.912.S-ID.1.1: | Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

| MAFS.912.S-ID.1.2: | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

| MAFS.912.S-ID.1.3: | Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course:** Supporting

| MAFS.912.S-ID.1.4: | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course:** Supporting

| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.

| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

| HE.912.C.2.4: | Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

### General Course Information and Notes

**GENERAL NOTES**

**Introduction to the Social Sciences** - The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**General Information**

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >

Course Number: 2104300
SubSubject: Interdisciplinary and Applied Social Studies

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Abbreviated Title: INTROD SOCIAL SCI
Course Length: Year (Y)
Course Level: 2

Educator Certifications

<table>
<thead>
<tr>
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## Course Standards

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| SS.912.A.1.2 | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3 | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4 | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:**  
Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5 | Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6 | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7 | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. |
| SS.912.A.3.10 | Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.  
**Clarifications:**  
Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FDOE End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage. |
| SS.912.A.7.12 | Explain why rights have limits and are not absolute.  
**Clarifications:**  
Examples are speech, search and seizure, religion, gun possession. |
| SS.912.C.4.2 | Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. |
| SS.912.E.3.5 | Compare the current United States economy with other developed and developing nations. |

**Terms and Abbreviations:**  
FLDOE Social Studies  
FLDOE End-of-Course (EOC) Assessments  
FLDOE End-of-Course (EOC) Assessments  
http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
**Clarifications:**
- Use geographic terms and tools to analyze the effects of migration on the place of origin and destination, including border areas.

| SS.912.G.4.9: | Use political maps to describe the change in boundaries and governments within continents over time. |

**Identify the physical characteristics and the human characteristics that define and differentiate regions.**

| SS.912.G.4.1: | Interpret population growth and other demographic data for any given place. |

| SS.912.G.4.2: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |

**Clarifications:**
- Examples of physical characteristics are climate, terrain, resources.
- Examples of human characteristics are religion, government, economy, demography.

| SS.912.G.4.3: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |

| SS.912.G.4.4: | Use geographic terms and tools to explain cultural diffusion throughout regions, places, and the world. |

**Use timelines to establish cause and effect relationships of historical events.**

| SS.912.G.4.5: | Use geographic terms and tools to explain case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |

| SS.912.G.4.6: | Use geographic terms and tools to analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. |

**Relate works in the arts to various cultures.**

| SS.912.G.4.7: | Use geographic terms and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |

**Clarifications:**
- Examples are the push/pull factors contributing to human migration within and among places.

| SS.912.H.1.1: | Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. |

**Clarifications:**
- Examples are classical architecture, protest music, Native American dance, Japanese Noh.

| SS.912.H.1.2: | Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. |

**Clarifications:**
- Examples are artifacts, images, auditory and written sources.

| SS.912.H.1.3: | Relate works in the arts to various cultures. |

**Clarifications:**
- Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts. |

**Clarifications:**
- Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

| SS.912.H.1.5: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |

**Clarifications:**
- Examples are artistic, cultural, personal, national, religious.

| SS.912.H.1.6: | Analyze how current events are explained by artistic and cultural trends of the past. |

**Clarifications:**
- Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

| SS.912.H.2.1: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |

**Clarifications:**
- Examples of human characteristics are religion, government, economy, demography.

| SS.912.H.2.4: | Analyze the effects that works in the arts have on groups, individuals, and cultures. |

**Clarifications:**
- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

| SS.912.H.3.1: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |

**Clarifications:**
- Examples of physical characteristics are climate, terrain, resources.

| SS.912.H.3.2: | Differentiate and draw conclusions about historical economic thought theorized by economists. |

**Clarifications:**
- Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

| SS.912.H.3.3: | Differentiate and draw conclusions about historical economic thought theorized by economists. |

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**Clarifications:**
- Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.
### MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clariifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:

- Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clariifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:

- Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clariifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:

- Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clariifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:

- Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clariifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:

- Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
English language learners communicate for social and instructional purposes within the school setting.

MA.K12.MTR.6.1:
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.

Clarifications:
Teacher who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:
- Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1:
- English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:
- Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Introduction to the Social Sciences - The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2104300
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies > Abbreviated Title: INTROD SOCIAL SCI
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Political Science (Grades 6-12)
Sociology (Grades 6-12)
Psychology (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
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<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
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<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies.</td>
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<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
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<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
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<td>SS.912.CG.1.4</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td>
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<tr>
<td></td>
<td>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</td>
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<tr>
<td></td>
<td>• Students will evaluate how the documents are connected to one another.</td>
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<tr>
<td></td>
<td>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</td>
</tr>
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<td>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
</tr>
<tr>
<td>SS.912.CG.1.5</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
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<td>• Students will explain how the structure and function of the U.S. government reflects these political principles.</td>
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<td>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</td>
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<td>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</td>
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<td>SS.912.CG.2.4</td>
<td>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
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<td>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</td>
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<tr>
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<td>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</td>
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<td></td>
<td>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</td>
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<tr>
<td>SS.912.CG.2.5</td>
<td>Analyze contemporary and historical examples of government-imposed restrictions on rights.</td>
</tr>
<tr>
<td></td>
<td>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</td>
</tr>
</tbody>
</table>
|                       | • Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation,}
SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

SS.912.CG.3.1: Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).
- Students will analyze the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.4.1: Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

SS.912.CG.4.2: Explain how the United States uses foreign policy to influence other nations.
- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).

- Students will explain how the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

SS.912.CG.4.3: Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

SS.912.E.1.1: Identify the factors of production and why they are necessary for the production of goods and services.

- Clarifications:
  Examples are land, labor, capital, entrepreneurship.

SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?

SS.912.E.1.4: Define supply, demand, quantity supplied and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

- Clarifications:
  Examples are standard of living, exchange rates, productivity, gross domestic product.

SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.

- Clarifications:
  Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.

SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

- Clarifications:
  Examples are thematic, contour, and dot-density.

SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.

- Clarifications:
  Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

- Clarifications:
  Examples are desertification, global warming, cataclysmic natural disasters.

SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

- Clarifications:
  Examples are desertification, global warming, cataclysmic natural disasters.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

- Clarifications:
  Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were
SS.912.H.1.1: created.

**Clarifications:** Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

**Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso’s Guernica; layout of Washington, DC.

SS.912.H.1.3: Relate works in the arts to various cultures.

**Clarifications:** Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

**Clarifications:** Examples are classical architecture, protest music, Native American dance, Japanese Noh.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

**Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso’s Guernica; layout of Washington, DC.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.3.1: Relate works in the arts to various cultures.

**Clarifications:** Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Compare time measurement systems used by different cultures.

**Clarifications:** Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

**Clarifications:** Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

**Clarifications:** Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.5: Evaluate the role of history in shaping identity and character.

SS.912.W.1.6: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**Clarifications:** Examples are ethnic, cultural, personal, national, religious.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1: Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.
- Students should name the text when they refer to it. In 2nd grade, students use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.

### MA.K12.MTR.4.1:
Clarifications:
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:
Clarifications:
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
Clarifications:
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
Clarifications:
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### MA.K12.MTR.8.1:
Clarifications:
- Teachers who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

### Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

### Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

### Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

### Cite evidence to explain and justify reasoning.
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:** Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

**HE.912.C.2.4:** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**GENERAL NOTES**

**Introduction to the Social Sciences** - The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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GENERAL INFORMATION

Course Number: 2104300

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies >

Abbreviated Title: INTROD SOCIAL SCI

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Educator Certifications

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<tr>
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<tr>
<td>Psychology (Grades 6-12)</td>
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<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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## Examining the African American Experience in the 20th Century (#2104310) 2017 - 2022 (current)

### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td>SS.912.A.3.8:</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
<tr>
<td>SS.912.A.5.7:</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</td>
</tr>
<tr>
<td>SS.912.A.5.10:</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
</tr>
<tr>
<td>SS.912.A.7.5:</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
</tr>
<tr>
<td>SS.912.A.7.6:</td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</td>
</tr>
</tbody>
</table>

### Clarifications

- **SS.912.A.1.2:** Examples of primary and secondary sources may be found on various websites such as The Kinsey Collection.
- **SS.912.A.1.5:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score); Florida's research process model accessible at: http://www.fldoe.org/bib/library_media/pdf/12totalfinds.pdf
- **SS.912.A.2.5:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- **SS.912.A.3.8:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- **SS.912.A.5.7:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- **SS.912.A.5.10:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- **SS.912.A.7.5:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.
- **SS.912.A.7.6:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clariﬁcations:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze significant Supreme Court decisions relating to integration, busing, afﬁrmative action, the rights of the accused, and reproductive rights.

**Clariﬁcations:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine the similarities of social movements (Native Americans, Hispanics, women, and war protesters) of the 1960s and 1970s.

**Clariﬁcations:**
Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

Explain how historians use historical inquiry and other sciences to understand the past.

**Clariﬁcations:**
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

**Clariﬁcations:**
Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

Explain philosophical beliefs as they relate to works in the arts.

**Clariﬁcations:**
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

Examine artistic response to social issues and new ideas in various cultures.

**Clariﬁcations:**
Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

**SS.912.H.11:**
Explain culture and diversity.

Discuss the relationship between culture and conceptions of self and identity.

**SS.912.H.14:**
Discuss psychological research examining race and ethnicity.

Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

**SS.912.H.15:**
Discuss how perspectives affect stereotypes and treatment of minority and majority groups in society.

Examine changing points of view of social issues, such as poverty, crime and discrimination.

Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.

Identify the factors that promote cultural diversity within the United States.

Prepare original written and oral reports and presentations on speciﬁc events, people or historical eras.

Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.

Investigate stereotypes of the various United States subcultures, such as "American Indian," "American cowboys," teenagers, "Americans," "gangs," and "hippies," from a world perspective.

Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.

Interpret and evaluate primary and secondary sources.

**SS.912.W.1.13:**
Explain how historians use historical inquiry and other sciences to understand the past.

**Clariﬁcations:**
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**CLAFS.910.RH.1.11:**
Explain the specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**CLAFS.910.RH.1.12:**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CLAFS.910.RH.1.13:**
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**CLAFS.910.RH.2.4:**
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

Make connections between timelines in other content areas and timelines in the visual arts.

Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.

Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Investigate and discuss how a culture's traditions are reflected through its music.

Analyze how Western music has been influenced by historical and current world cultures.

Evaluate the social impact of music on specific historical periods.

Analyze the evolution of a music genre.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts in social studies courses.

Evaluate how environment and personal health are interrelated.

Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

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**General Course Information and Notes**

**VERSION DESCRIPTION**

This course will examine the artistic expressions of African Americans during the 20th Century. This century was a tumultuous time period in United States History highlighted by profound changes in the social, economic and political affairs of African Americans. By examining the music and visual art created by African Americans during this time period, students will gain an understanding of the experiences of African American peoples.

Students will be exposed to the various genres of music that African Americans created or influenced such as jazz, blues, rhythm and blues, gospel, rock and roll and hip hop. Students will dissect and interpret works and explain what led to their creation and the impact that they had.

Students are not only exposed to the African American music of the time, but are also introduced to their visual art pieces. Students will analyze and provide their interpretations of works within the context of United States history.

Students will have been exposed to some of the greatest works ever produced in American culture.

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**GENERAL NOTES**

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf;

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**GENERAL INFORMATION**

**Course Path: Section:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult
Course Number: 2104310

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Course Approved

Educator Certifications

Social Science (Grades 6-12)

History (Grades 6-12)
Examining the African American Experience in the 20th Century (#2104310) 2022 - And Beyond

Course Standards

<table>
<thead>
<tr>
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<td>SS.912.A.1.1:</td>
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| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.5: | Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  
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| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history.  
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| SS.912.A.1.7: | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.  
**Clarifications:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches. |
| SS.912.A.2.5: | Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.8: | Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.7: | Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.10: | Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.5: | Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.  
**Clarifications:** Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Haj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamal Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale]. |
| SS.912.A.7.6: | Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.  
**Clarifications:** Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Haj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamal Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clariﬁcations:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze signiﬁcant Supreme Court decisions relating to integration, busing, afﬁrmative action, the rights of the accused, and reproductive rights.

**Clariﬁcations:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.9:**
Examine the similarities of social movements (Native Americans, Hispanics, women, and war protesters) of the 1960s and 1970s.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clariﬁcations:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

**Develop original written and oral reports and presentations on speciﬁc events, people or historical eras.**

**Clarifications:**
Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

Explain philosophical beliefs as they relate to works in the arts.

**Clarifications:**
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

Examine artistic response to social issues and new ideas in various cultures.

**Clarifications:**
Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

Define culture and diversity.

Discuss the relationship between culture and conceptions of self and identity.

Discuss psychological research examining race and ethnicity.

Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

Examine changing points of view of social issues, such as poverty, crime and discrimination.

Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.

Identify the factors that promote cultural diversity within the United States.

Prepare original written and oral reports and presentations on speciﬁc events, people or historical eras.

Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.

Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” teenagers, “Americans,” “gangs,” and “hippies,” from a world perspective.

Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.

Interpret and evaluate primary and secondary sources.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

**SS.912.W.1.4:**
Explain how historians use historical inquiry and other sciences to understand the past.

**Clarifications:**
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Compare conflicting interpretations of schools of thought about world events and individual contributions to history (historiography).

**WL.K12.AH.5.4:**
Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.

**WL.K12.AH.5.7:**
Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

**WL.K12.AL.5.4:**
Use idioms and idiomatic expressions in writing.

**WL.K12.AL.9.2:**
Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.

**WL.K12.AM.6.4:**
Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
### MA.K12.MTR.1.1:

**Mathematicians who participate in efficient learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in efficient learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

### MA.K12.MTR.2.1:

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:

**Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

VA.912.C.3.3:
Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

VA.912.C.3.5:
Make connections between timelines in other content areas and timelines in the visual arts.
<table>
<thead>
<tr>
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<tr>
<td>VA.912.F.1.5:</td>
<td>Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.</td>
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<td>VA.912.H.1.1:</td>
<td>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</td>
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<td>VA.912.H.1.8:</td>
<td>Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.</td>
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<td>VA.912.H.1.10:</td>
<td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>
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<td>MU.912.F.2.2:</td>
<td>Investigate and discuss how a culture's traditions are reflected through its music.</td>
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<td>MU.912.H.1.1:</td>
<td>Analyze how Western music has been influenced by historical and current world cultures.</td>
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<td>MU.912.H.2.1:</td>
<td>Evaluate the social impact of music on specific historical periods.</td>
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<td>MU.912.H.2.3:</td>
<td>Anayze the evolution of a music genre.</td>
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<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
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<td>HE.912.C.1.3:</td>
<td>Evaluate how environment and personal health are interrelated.</td>
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**General Course Information and Notes**

**VERSION DESCRIPTION**

This course will examine the artistic expressions of African Americans during the 20th Century. This century was a tumultuous time period in United States History highlighted by profound changes in the social, economic and political affairs of African Americans. By examining the music and visual art created by African Americans during this time period, students will gain an understanding of the experiences of African American peoples.

Students will be exposed to the various genres of music that African Americans created or influenced such as jazz, blues, rhythm and blues, gospel, rock and roll and hip hop. Students will dissect and interpret works and explain what led to their creation and the impact that they had.

Students are not only exposed to the African American music of the time, but are also introduced to their visual art pieces. Students will analyze and provide their interpretations of works within the context of United States history.

Students will have been exposed to some of the greatest works ever produced in American culture.

**GENERAL NOTES**

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

**GENERAL INFORMATION**

**Course Number:** 2104310

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies >
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<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
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<td>SS.912.H.1.1:</td>
<td>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</td>
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<td>Explain philosophical beliefs as they relate to works in the arts.</td>
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<td>Examine artistic response to social issues and new ideas in various cultural issues.</td>
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<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<td>Define culture and diversity.</td>
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<td>Discuss psychological research examining race and ethnicity.</td>
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<td>Prepare original written and oral reports and presentations on specific events, people or historical eras.</td>
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<td>Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.</td>
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<td>SS.912.S.5.4:</td>
<td>Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” “teenagers,” “Americans,” “gangs,” and “hippies,” from a world perspective.</td>
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SS.912.S.5.7: Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LAFS.1112.RH.2.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

LAFS.1112.RH.3.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.1112.RH.4.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LAFS.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LAFS.1112.WHST.1.1: Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.

Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

English language learners communicate information, ideas and concepts words, expressions, sentences and with visual, graphic, or interactive support, students will

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.

Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

English language learners communicate information, ideas and concepts words, expressions, sentences and with visual, graphic, or interactive support, students will

Analyze how Western music has been influenced by historical and current world cultures.

Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

Use technology, including the Internet, to produce, publish, and update

Create and present activities- in the target language- (i.e., drama,

Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).

Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

Analyze the evolution of a music genre.

Investigate and discuss how a culture’s traditions are reflected through its music.

Analyze how Western music has been influenced by historical and current world cultures.

Analyze the social impact of music on specific historical periods.

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Course Number: 2104315

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Interdisciplinary and Applied Social Studies >
Abbreviated Title: EXPLOR HIP HOP LIT
Course Length: Semester (S)

Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Course Approved

Course Level: 2
Course Approved

Educator Certifications

Social Science (Grades 6-12)
History (Grades 6-12)
English (Grades 6-12)
Exploring Hip Hop as Literature (#2104315) 2022 - And Beyond

### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.9:</td>
<td>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.G.4.7:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.H.1.1:</td>
<td>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.1.5:</td>
<td>Examine artistic response to social issues and new ideas in various cultures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<tr>
<td>SS.912.P.10.1:</td>
<td>Define culture and diversity.</td>
</tr>
<tr>
<td>SS.912.P.10.3:</td>
<td>Discuss the relationship between culture and conceptions of self and identity.</td>
</tr>
<tr>
<td>SS.912.P.10.4:</td>
<td>Discuss psychological research examining race and ethnicity.</td>
</tr>
<tr>
<td>SS.912.P.10.6:</td>
<td>Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.</td>
</tr>
<tr>
<td>SS.912.P.10.12:</td>
<td>Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.</td>
</tr>
<tr>
<td>SS.912.P.10.5:</td>
<td>Examine changing points of view of social issues, such as poverty, crime and discrimination.</td>
</tr>
<tr>
<td>SS.912.P.2.1:</td>
<td>Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.</td>
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<tr>
<td>SS.912.P.2.6:</td>
<td>Identify the factors that promote cultural diversity within the United States.</td>
</tr>
<tr>
<td>SS.912.P.2.9:</td>
<td>Prepare original written and oral reports and presentations on specific events, people or historical eras.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.</td>
</tr>
<tr>
<td>SS.912.S.4.10:</td>
<td>Examples may include, but are not limited to, forced vs. voluntary assimilations, association with different groups, interaction within a cultural community, adaptation within families due to education.</td>
</tr>
<tr>
<td>SS.912.S.5.4:</td>
<td>Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” teenagers,” “Americans,” “gangs,” and “hippies,” from a world perspective.</td>
</tr>
</tbody>
</table>

**Notes:**
- **Clarifications:** Additional resources may include, but are not limited to, websites such as the site for The Kinsey Collection, Florida’s research process model, and the FLDOE Social Studies webpage.
**SS.912.S.5.7:** Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.

**SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

| **SS.912.W.1.3:** Interpret and evaluate primary and secondary sources. |
| **Clarifications:** |
| Examples are artifacts, images, auditory and written sources. |

| **SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past. |
| **Clarifications:** |
| Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |

| **SS.912.W.1.5:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |

| **WL.K12.AH.5.4:** Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease. |
| **WL.K12.AH.5.7:** Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre. |
| **WL.K12.AL.5.4:** Use idioms and idiomatic expressions in writing. |
| **WL.K12.AL.9.2:** Create and present activities in the target language (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom. |

| **WL.K12.AM.6.4:** Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems). |
| **WL.K12.AH.5.7:** Focus on the study of culture (e.g., artifacts, images, auditory and written sources). Examples are artifacts, images, auditory and written sources. Clarifications: |
| **Clarifications:** |
| Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |

| **WL.K12.HS.5.2:** Describe, in writing, personal experiences and interests with clarity and detail. |
| **WL.K12.IL.6.4:** Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions). |
| ** WL.K12.IM.6.3:** Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc. |

| **Mathematicians who participate in effortful learning both individually and with others:** |
| Analyze the problem in a way that makes sense given the task. |
| Ask questions that will help with solving the task. |
| Build perseverance by modifying methods as needed while solving a challenging task. |
| Stay engaged and maintain a positive mindset when working to solve tasks. |
| Help and support each other when attempting a new method or approach. |

| **Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:** |
| Clarifications: |
| Construct possible arguments based on evidence. |
| Justify results by explaining methods and processes. |
| Recognize errors and suggest how to correctly solve the task. |
| An analyze the mathematical thinking of others. |
| Recognize errors and suggest how to correctly solve the task. |
| Clarifications: |
| Provide opportunities for students to practice efficient and generalizable methods. |
| Guide students from concrete to pictorial to abstract representations as understanding progresses. |
| Show students that various representations can have different purposes and can be useful in different situations. |

| **Teachers who encourage students to participate actively in effortful learning both individually and with others:** |
| Clarifications: |
| Develop students' ability to analyze and problem solve. |
| Recognize students' effort when solving challenging problems. |

| **Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:** |
| Clarifications: |
| Build understanding through modeling and using manipulatives. |
| Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. |
| Progress from modeling problems with objects and drawings to using algorithms and equations. |
| Express connections between concepts and representations. |
| Choose a representation based on the given context or purpose. |

| **Mathematicians who demonstrate understanding by representing problems in multiple ways:** |
| Clarifications: |
| Help students make connections between concepts and representations. |
| Provide opportunities for students to use manipulatives when investigating concepts. |
| Guide students from concrete to pictorial to abstract representations as understanding progresses. |
| Show students that various representations can have different purposes and can be useful in different situations. |

| **Mathematicians who complete tasks with mathematical fluency:** |
| Clarifications: |
| Select efficient and appropriate methods for solving problems within the given context. |
| Maintain flexibility and accuracy while performing procedures and mental calculations. |
| Complete tasks accurately and with confidence. |
| Adapt procedures to apply them to a new context. |
| Use feedback to improve efficiency when performing calculations. |

| **Teachers who encourage students to complete tasks with mathematical fluency:** |
| Clarifications: |
| Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. |
| Offer multiple opportunities for students to practice efficient and generalizable methods. |
| Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

| **Engage in discussions that reflect on the mathematical thinking of self and others.** |
| Clarifications: |
| Communicate mathematical ideas, vocabulary and methods effectively. |
| Analyze the mathematical thinking of others. |
| Compare the efficiency of a method to those expressed by others. |
| Recognize errors and suggest how to correctly solve the task. |
| Justify results by explaining methods and processes. |
| Construct possible arguments based on evidence. |
Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. Create opportunities for students to discuss their thinking with peers. Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Relate previously learned concepts to new concepts.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social

GENERAL NOTES

This course explores one of the most revolutionary art forms in American culture known as Hip Hop. This course will focus on the diverse social, political, cultural and spiritual elements represented within the various genres of Hip Hop music through an analysis of song lyrics. Through this course, students will learn about the history of Hip Hop and examine the social, spiritual elements represented within the various genres of Hip Hop music. Students will have the opportunity to create their own artistic expressions by integrating their personal experiences and the content learned through the course.

At the conclusion of this course, students will have developed an understanding of the origins and intent of Hip Hop while appreciating it as an art form. Students will be able to identify and provide examples of literary devices. Students will also have had the opportunity to develop critical thinking, analytical and creative writing skills.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

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English Language Development (ELD) Standards Special Notes Section:
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GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social

Course Number: 2104315
Educator Certifications

<table>
<thead>
<tr>
<th>Social Science (Grades 6-12)</th>
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<tr>
<td>History (Grades 6-12)</td>
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<td>English (Grades 6-12)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Clarifications: Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
<tr>
<td>SS.912.A.7.11</td>
<td>Clarifications: Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.12</td>
<td>Clarifications: Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.14</td>
<td>Clarifications: Examples may include, but are not limited to, NAFTA, World Trade Organization. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.C.4.1</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
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<tr>
<td>SS.912.C.4.3</td>
<td>Assess human rights policies of the United States and other countries.</td>
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<tr>
<td>SS.912.E.3.4</td>
<td>Clarifications: Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.3.5</td>
<td>Compare the current United States economy with other developed and developing nations. Clarifications: Examples are standard of living, exchange rates, productivity, gross domestic product.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.G.1.1</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
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<tr>
<td>SS.912.G.1.3</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<tr>
<td>SS.912.G.1.4</td>
<td>Analyze geographic information from a variety of sources including primary sources, aliases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density. Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.G.2.1</td>
<td><strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
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<tr>
<td>SS.912.G.2.2</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
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<tr>
<td>SS.912.G.2.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.4</td>
<td>Use geographic terms and tools to analyze case studies of issues in globalization. <strong>Clarifications:</strong> Examples are cultural imperialism, outsourcing.</td>
</tr>
<tr>
<td>SS.912.G.4.7</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.1</td>
<td>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. <strong>Clarifications:</strong> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary. Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. <strong>Clarifications:</strong> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</td>
</tr>
<tr>
<td>SS.912.H.1.2</td>
<td>Relate works in the arts to various cultures. <strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman. Explain philosophical beliefs as they relate to works in the arts. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
</tbody>
</table>
| SS.912.H.1.3 | Examine artistic response to social issues and new ideas in various cultures. **Clarifications:** Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home. Analyze how current events are explained by artistic and cultural trends of the past. **Clarifications:** Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. Interpret and evaluate primary and secondary sources. **Clarifications:** Examples are artifacts, images, auditory and written sources. Explain how historians use historical inquiry and other sciences to understand the past. **Clarifications:** Examples are archaeology, economics, geography, forensic chemistry, political science, physics. Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character. **Clarifications:** Examples are ethnic, cultural, personal, national, religious. Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies. **Clarifications:** Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru. Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the
Assess the social and economic impact of pandemics on a global scale.

Clarifications:
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Clarifications:
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

Describe the causes and effects of post-World War II economic and demographic changes.

Clarifications:
Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.

Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

Clarifications:
Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.1: Describe the causes and effects of twenty-first century nationalist conflicts.

Clarifications:
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.RH.4.11: a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.RH.4.12: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.RH.4.13: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.RH.4.14: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic or organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.S-ID.1.4: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Clarifications: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.2: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.1: Use the mean and standard deviation of a data set to fit it to a normal distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Clarifications: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.3: Use random sampling to collect data. Use measures of center and spread for numerical data from random samples to draw informal comparative inferences about two populations.

Clarifications: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.4: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Clarifications: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.5: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.6: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.5: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.4: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Standard Relation to Course: Supporting

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Use appropriate tools strategically.

Mathematically proficient students use appropriate tools strategically. They are precise in their work, making clear the relationships among quantities involved and choosing tools that are suited for their tasks. They make informal arguments using precise calculations that depend on a context.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument— explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.5.1:** Attend to precision.

Proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.6.1:** Descriptors:

Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**ELD.K12.ELL.SS.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.5.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:** Clarifications:

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

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### General Course Information and Notes

#### GENERAL NOTES

**Global Studies** - The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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### GENERAL INFORMATION

**Course Number:** 2104320

**Course Path: Section:** Grades PreK to 12 Education

Courses -> Grade Group: Grades 9 to 12 and Adult

Education Courses -> Subject: Social Studies ->

SubSubject: Interdisciplinary and Applied Social Studies ->

**Abbreviated Title:** GLOBAL STUDIES

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2
### Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (Grades 6-12)</td>
<td>9,10,11,12</td>
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</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
<td></td>
</tr>
</tbody>
</table>

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
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<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
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<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.E.3.4:</td>
<td>Assess the economic impact of negative and positive externalities on the international environment.</td>
</tr>
<tr>
<td>SS.912.E.3.5:</td>
<td>Compare the current United States economy with other developed and developing nations.</td>
</tr>
</tbody>
</table>
Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Identify the physical characteristics and the human characteristics that define and differentiate regions.

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

Examples are desertification, global warming, cataclysmic natural disasters.

Interpret population growth and other demographic data for any given place.

Use geographic terms and tools to analyze case studies of issues in globalization.

Use geographic terms and tools to analyze case studies of issues in globalization.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Use geographic terms and tools to analyze case studies of issues in globalization.

Use political maps to describe the change in boundaries and governments within continents over time.

Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

Relate works in the arts to various cultures.

Explain philosophical beliefs as they relate to works in the arts.

Examine artistic response to social issues and new ideas in various cultures.

Examples are Victor Hugo's 'Les Miserables', Langston Hughes' poetry, Pete Seeger's 'Bring 'Em Home'.

Analyze how current events are explained by artistic and cultural trends of the past.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Use timelines to establish cause and effect relationships of historical events.

Compare time measurement systems used by different cultures.

Interpret and evaluate primary and secondary sources.

Explain how historians use historical inquiry and other sciences to understand the past.

Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the
Assess the social and economic impact of pandemics on a global scale.

Describe the causes and effects of post-World War II economic and demographic changes.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Describe the causes and effects of twentieth century nationalist conflicts.

Describe the causes and effects of pandemics on a global scale.

Describe the causes and effects of twentieth century nationalist conflicts.

Describe the impact of and global response to international terrorism.

Describe the impact of and global response to international terrorism.

Analyze the mathematical thinking of others.

Communicate mathematical ideas, vocabulary and methods effectively.

Select efficient and appropriate methods for solving problems within the given context.

Maintain flexibility and accuracy while performing procedures and mental calculations.

Complete tasks accurately and with confidence.

Use feedback to improve efficiency when performing calculations.

Select efficient and appropriate methods for solving problems within the given context.

Maintain flexibility and accuracy while performing procedures and mental calculations.

Complete tasks accurately and with confidence.

Use feedback to improve efficiency when performing calculations.

Complete tasks accurately and with confidence.

Use feedback to improve efficiency when performing calculations.

Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Communicate mathematical ideas, vocabulary and methods effectively.

Analyze the mathematical thinking of others.

Compare the efficiency of a method to those expressed by others.

Recognize errors and suggest how to correctly solve the task.
Justify results by explaining methods and processes.
Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the
### General Course Information and Notes

**GENERAL NOTES**

**Global Studies** - The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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### GENERAL INFORMATION

**Course Number:** 2104320

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies >
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<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
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<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
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<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
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<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but aren’t limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
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<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
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<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, NAFTA, World Trade Organization.</td>
</tr>
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<td>SS.912.CG.4.1:</td>
<td>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.</td>
</tr>
<tr>
<td></td>
<td>• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).</td>
</tr>
<tr>
<td></td>
<td>• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).</td>
</tr>
<tr>
<td></td>
<td>• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.</td>
</tr>
<tr>
<td>SS.912.CG.4.2:</td>
<td>Explain how the United States uses foreign policy to influence other nations.</td>
</tr>
<tr>
<td></td>
<td>• Students will explain how the policies of other nations influence U.S. policy and society.</td>
</tr>
<tr>
<td></td>
<td>• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).</td>
</tr>
<tr>
<td></td>
<td>• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</td>
</tr>
<tr>
<td></td>
<td>• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).</td>
</tr>
<tr>
<td>SS.912.CG.4.3</td>
<td>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</td>
</tr>
<tr>
<td>SS.912.E.3.4</td>
<td>Assess the economic impact of negative and positive externalities on the international environment.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
</tr>
<tr>
<td>SS.912.E.3.5</td>
<td>Compare the current United States economy with other developed and developing nations.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are standard of living, exchange rates, productivity, gross domestic product.</td>
</tr>
<tr>
<td>SS.912.G.1.1</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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<tr>
<td>SS.912.G.4.3</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<tr>
<td>SS.912.G.4.4</td>
<td>Use geographic terms and tools to analyze case studies of issues in globalization.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are cultural imperialism, outsourcing.</td>
</tr>
<tr>
<td>SS.912.G.4.7</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.1</td>
<td>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</td>
</tr>
<tr>
<td>SS.912.H.1.2</td>
<td>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</td>
</tr>
<tr>
<td>SS.912.H.1.3</td>
<td>Relate works in the arts to various cultures.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.H.1.4</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td>SS.912.H.1.5</td>
<td>Examine artistic response to social issues and new ideas in various cultures.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</td>
</tr>
<tr>
<td>SS.912.H.1.6</td>
<td>Analyze how current events are explained by artistic and cultural trends of the past.</td>
</tr>
<tr>
<td>SS.912.H.3.1</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.5</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.8.8</td>
<td>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</td>
</tr>
<tr>
<td>SS.912.W.8.9</td>
<td>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.8.10</td>
<td>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</td>
</tr>
<tr>
<td>SS.912.W.9.1</td>
<td>Describe the causes and effects of twentieth century nationalist conflicts.</td>
</tr>
<tr>
<td>SS.912.W.9.2</td>
<td>Describe the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</td>
</tr>
<tr>
<td>SS.912.W.9.3</td>
<td>Describe the rises and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</td>
</tr>
<tr>
<td>SS.912.W.9.4</td>
<td>Describe the causes and effects of post-World War II economic and demographic changes.</td>
</tr>
<tr>
<td>SS.912.W.9.5</td>
<td>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</td>
</tr>
<tr>
<td>SS.912.W.9.6</td>
<td>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</td>
</tr>
<tr>
<td>SS.912.W.9.7</td>
<td>Describe the impact of and global response to international terrorism.</td>
</tr>
</tbody>
</table>

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
### MA.K12.MTR.3.1:
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
- Use patterns and structure to help understand and connect mathematical concepts.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### MA.K12.MTR.5.1:
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

### MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**

**Clarifications:**

Read and comprehend grade-level complex texts proficiently.

**ELA.K12.EE.3.1:**

**Clarifications:**

Make inferences to support comprehension.

**ELA.K12.EE.4.1:**

**Clarifications:**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.5.1:**

**Clarifications:**

Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.6.1:**

**Clarifications:**

Use appropriate voice and tone when speaking or writing.

**ELD.K12.ELL.SS.1:**

English language learners communicate information, ideas and concepts for social and instructional purposes within the school setting.

**ELD.K12.ELL.SI.1:**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:**

**Clarifications:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**General Course Information and Notes**

**GENERAL NOTES**

**Global Studies** - The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard
should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**General Information**

- **Course Number:** 2104320
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies
- **Abbreviated Title:** GLOBAL STUDIES
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Draft - Course Pending Approval
- **Grade Level(s):** 9, 10, 11, 12

**Educator Certifications**

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology (Grades 6-12)</td>
</tr>
<tr>
<td>Political Science (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RH.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.7</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.8</td>
<td>Assess the extent to which the reasoning and evidence in a text support the author's claims.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.9</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td></td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td></td>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td></td>
<td>c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
</tr>
<tr>
<td></td>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.2</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.3</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
<tr>
<td></td>
<td>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td></td>
<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</td>
</tr>
<tr>
<td></td>
<td>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td></td>
<td>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</td>
</tr>
<tr>
<td></td>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td></td>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.2</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.5</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</td>
</tr>
<tr>
<td>LAFS.910.WHST.3.8</td>
<td>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>LAFS.910.WHST.3.9</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>MAFS.912.S-IC.2.3</td>
<td>Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★</td>
</tr>
<tr>
<td></td>
<td>Standard Relation to Course: Supporting</td>
</tr>
<tr>
<td>MAFS.912.S-IC.2.4</td>
<td>Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★</td>
</tr>
<tr>
<td></td>
<td>Standard Relation to Course: Supporting</td>
</tr>
<tr>
<td>MAFS.912.S-IC.2.5</td>
<td>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★</td>
</tr>
<tr>
<td></td>
<td>Standard Relation to Course: Supporting</td>
</tr>
<tr>
<td>MAFS.912.S-IC.2.6</td>
<td>Evaluate reports based on data. ★</td>
</tr>
<tr>
<td></td>
<td>Standard Relation to Course: Supporting</td>
</tr>
<tr>
<td>MAFS.912.S-ID.1.1</td>
<td>Represent data with plots on the real number line (dot plots, histograms, and box plots). ★</td>
</tr>
<tr>
<td></td>
<td>Clarifications:</td>
</tr>
<tr>
<td></td>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td></td>
<td>Standard Relation to Course: Supporting</td>
</tr>
</tbody>
</table>

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation)
Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Evaluate the importance of political participation and civic participation.

SS.912.A.1.5:
Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.7:
Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.C.2.2:
Evaluate the importance of political participation and civic participation.

SS.912.C.2.3:
Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.5:
Conduct a service project to further the public good.

SS.912.C.2.5:
Analyze the impact of citizen participation as a means of achieving political and social change.
### General Course Information and Notes

**GENERAL NOTES**

**Voluntary School/Community Service** - The grade Voluntary School/Community Service course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for responding to identified needs, and the development and implementation of a personal plan for providing school or community service.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Note:** To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

**Course Number:** 2104330

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9, 10, 11, 12

<table>
<thead>
<tr>
<th>Standards</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.C.2.8</td>
<td>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
</tr>
<tr>
<td>SS.912.C.2.10</td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.11</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.3.13</td>
<td>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</td>
</tr>
<tr>
<td>SS.912.E.2.2</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.2.11</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SS.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
<tr>
<td>HE.912.C.2.4</td>
<td>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</td>
</tr>
</tbody>
</table>

**Course Path:**

- **Section:** Grades PreK to 12 Education
- **Grade Group:** Grades 9 to 12 and Adult Education Courses
- **Subject:** Social Studies
- **SubSubject:** Interdisciplinary and Applied Social Studies
- **Abbreviated Title:** VOL SCH/COMMU SERV

**Course Length:** Semester (S)
## Educator Certifications

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade Range</th>
</tr>
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<tbody>
<tr>
<td>History</td>
<td>Grades 6-12</td>
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<td>Sociology</td>
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<td>Social Science</td>
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</table>
## Course Standards

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<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock-election.</td>
</tr>
<tr>
<td>SS.912.C.2.5:</td>
<td>Conduct a service project to further the public good.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are school, community, state, national, international.</td>
</tr>
<tr>
<td>SS.912.C.2.8:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
</tr>
<tr>
<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are education, transportation, crime prevention, funding of services.</td>
</tr>
<tr>
<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.3.13:</td>
<td>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples are education, transportation, crime prevention, funding of services.</td>
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<td>SS.912.E.2.2:</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
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<td>SS.912.E.2.11:</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td><strong>Clarifications:</strong></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<td>• Ask questions that will help with solving the task.</td>
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<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>• Help and support each other when attempting a new method or approach.</td>
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<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>• Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td></td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td></td>
<td>• Develop students' ability to analyze and problem solve.</td>
</tr>
<tr>
<td></td>
<td>• Recognize students' effort when solving challenging problems.</td>
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<tr>
<td></td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
</tbody>
</table>
Progress from modeling problems with objects and drawings to using algorithms and equations.
Express connections between concepts and representations.
Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
### MA.K12.MTR.7.1:
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clariﬁcations:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clariﬁcations:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clariﬁcations:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clariﬁcations:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clariﬁcations:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because _______. ” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clariﬁcations:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clariﬁcations:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

**Clariﬁcations:**
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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### General Course Information and Notes

**GENERAL NOTES**

**Voluntary School/Community Service** - The grade Voluntary School/Community Service course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for responding to identified needs, and the development and implementation of a personal plan for providing school or community service.

**Special Note:** To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

**Course Number:** 2104330

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** VOL SCH/COMMU SERV

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Grade Level(s):** 9,10,11,12

**Course Status:** State Board Approved

**Course Level:** 2

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**Educator Certifications**

**History (Grades 6-12)**

**Sociology (Grades 6-12)**

**Political Science (Grades 6-12)**

**Social Science (Grades 6-12)**
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS.912.A.1.5:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td><strong>SS.912.A.1.7:</strong></td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td><strong>SS.912.CG.2.2:</strong></td>
<td>Explain the importance of political and civic participation to the success of the United States’ constitutional republic.</td>
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<tr>
<td></td>
<td>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
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<td></td>
<td>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).</td>
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<td>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
</tr>
<tr>
<td><strong>SS.912.CG.2.3:</strong></td>
<td>Explain the responsibilities of citizens at the local, state and national levels.</td>
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<tr>
<td></td>
<td>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</td>
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<tr>
<td></td>
<td>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</td>
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<td>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</td>
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<tr>
<td></td>
<td>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</td>
</tr>
<tr>
<td><strong>SS.912.CG.2.7:</strong></td>
<td>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</td>
</tr>
<tr>
<td></td>
<td>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</td>
</tr>
<tr>
<td></td>
<td>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</td>
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<tr>
<td><strong>SS.912.CG.2.12:</strong></td>
<td>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</td>
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<tr>
<td></td>
<td>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</td>
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<tr>
<td></td>
<td>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</td>
</tr>
<tr>
<td></td>
<td>• Students will analyze public policy solutions related to local, state and national issues.</td>
</tr>
<tr>
<td><strong>SS.912.CG.3.15:</strong></td>
<td>Explain how citizens are affected by the local, state and national governments.</td>
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<td></td>
<td>• Students will identify local government officials and employees who affect the daily lives of citizens.</td>
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<tr>
<td></td>
<td>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</td>
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<td>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</td>
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<td>• Students will explain how government at all levels impacts the daily lives of citizens.</td>
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<td><strong>SS.912.E.2.2:</strong></td>
<td>Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
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<td><strong>SS.912.W.1.3:</strong></td>
<td>Interpret and evaluate primary and secondary sources.</td>
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MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**ELA.K12.EE.1.1:**

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Read and comprehend grade-level complex texts proficiently.

**ELA.K12.EE.3.1:**

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information in doing work quality.

Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.6.1:**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Use appropriate voice and tone when speaking or writing.

**ELD.K12.ELL.SI.1:**

**Clarifications:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**

**Clarifications:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:**

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**GENERAL COURSE INFORMATION AND NOTES**

**Voluntary School/Community Service** - The grade Voluntary School/Community Service course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for...
responding to identified needs, and the development and implementation of a personal plan for providing school or community service.

Special Note: To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.

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English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2104330
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies
Abbreviated Title: VOL SCH/COMMU SERV
Course Length: Semester (S)
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Educator Certifications

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<th>History (Grades 6-12)</th>
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<td>Sociology (Grades 6-12)</td>
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## Course Standards

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| SS.912.A.3.5: | Identify significant inventors of the Industrial Revolution including African Americans and women.  
**Clarifications:** Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.4.8: | Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.4.9: | Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.7: | Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.9: | Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.  
**Clarifications:** Examples may include, but are not limited to, 100 Percent Americanism.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.10: | Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.3: | Examine the changing status of women in the United States from post-World War II to present.  
**Clarifications:** Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.5: | Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.  
**Clarifications:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.9: | Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.  
**Clarifications:** Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-
**SS.912.A.7.11:** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

**SS.912.A.7.12:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.A.7.13:** Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

**SS.912.A.7.14:** Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

**SS.912.C.4.1:** Explain how the world's nations are governed differently.

**SS.912.C.4.2:** Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

**SS.912.C.4.3:** Assess human rights policies of the United States and other countries.

**SS.912.G.1.1:** Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

**SS.912.G.1.2:** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

**SS.912.G.1.3:** Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**SS.912.G.1.4:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**Clarifications:**
Examples are thematic, contour, and dot-density.

**SS.912.G.2.1:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

**Clarifications:**
Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

**SS.912.G.2.2:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**SS.912.G.2.3:** Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

**Clarifications:**
Examples are desertification, global warming, cataclysmic natural disasters.

**SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

**SS.912.G.4.2:** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

**SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**SS.912.G.4.4:** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

**SS.912.G.4.9:** Use political maps to describe the change in boundaries and governments within continents over time.

**SS.912.H.1.4:** Explain philosophical beliefs as they relate to works in the arts.

**SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

**SS.912.W.1.2:** Compare time measurement systems used by different cultures.

**Clarifications:**
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

**SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

**SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

**Clarifications:**
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

**SS.912.W.1.5:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**Clarifications:**
Examples are ethnic, cultural, personal, national, religious.

**SS.912.W.2.10:** Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

**SS.912.W.2.13:** Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

**Clarifications:**
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

**SS.912.W.2.17:** Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

**SS.912.W.3.2:** Compare the major beliefs and principles of Judaism, Christianity, and Islam.

**SS.912.W.3.13:** Compare economic, political, and social developments in East, West, and South Africa.
| SS.912.W.3.17: | Describe the roles of people in the Maya, Inca, and Aztec societies. |
| Clarifications: | Examples are class structure, family life, warfare, religious beliefs and practices, slavery. |
| SS.912.W.3.18: | Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. |
| Clarifications: | Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government. |
| SS.912.W.4.3: | Identify the major artistic, literary, and technological contributions of individuals during the Renaissance. |
| SS.912.W.4.14: | Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas. |
| SS.912.W.4.15: | Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas. |
| SS.912.W.6.4: | Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. |
| Clarifications: | Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws. |
| SS.912.W.9.4: | Describe the causes and effects of twentieth century nationalist conflicts. |
| Clarifications: | Examples are Cyprus, Kashmir, Tibet, Northern Ireland. |
| SS.912.W.9.5: | Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world. |
| LAFS.910.RH.1.1: | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LAFS.910.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| LAFS.910.RH.1.3: | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| LAFS.910.RH.2.4: | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| LAFS.910.RH.2.5: | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| LAFS.910.RH.2.6: | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| LAFS.910.RH.3.7: | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| LAFS.910.RH.3.8: | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| LAFS.910.RH.3.9: | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| LAFS.910.RH.4.10: | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| LAFS.910.SL.1.1: | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| a. | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| b. | Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. |
| c. | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| d. | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| LAFS.910.SL.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| LAFS.910.SL.1.3: | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LAFS.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LAFS.910.WHST.1.1: | Write arguments focused on discipline-specific content. |
| a. | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| b. | Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. |
| c. | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| d. | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| e. | Provide a concluding statement or section that follows from or supports the argument presented. |
| LAFS.910.WHST.1.2: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| a. | Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| c. | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.S-ID.1.4: Use appropriate tools strategically.

MAFS.912.S-ID.1.2: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

MAFS.912.S-IC.2.4: ★ Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

MAFS.912.S-IC.2.5: ★ Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

MAFS.912.S-IC.2.6: ★ Evaluate reports based on data.

MAFS.912.S-ID.1.1: ★ Represent data with plots on the real number line (dot plots, histograms, and box plots).

Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.2: ★ Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.3: ★ Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.4: ★ Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### GENERAL NOTES

**Women’s Studies** - The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://palmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

**Course Number:** 2104340

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** WOMEN’S STUDIES

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)
### Educator Certifications

- History (Grades 6-12)
- Sociology (Grades 6-12)
- Political Science (Grades 6-12)
- Social Science (Grades 6-12)
## Course Standards

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| SS.912.A.3.5 | Identify significant inventors of the Industrial Revolution including African Americans and women.  
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This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.4.8 | Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.  
**Clarifications:** Examples may include, but are not limited to, 100 Percent Americanism, 100 Percent America, 100 Percent American, 100 Percent America, 100 Percent America, 100 Percent Americanism.  
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| SS.912.A.4.9 | Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.  
**Clarifications:** Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, 100 Percent America, 100 Percent Americanism, 100 Percent Americanism, 100 Percent Americanism.  
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| SS.912.A.5.7 | Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.  
**Clarifications:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  
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| SS.912.A.5.9 | Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.  
**Clarifications:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 39-41. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.5.10 | Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.  
**Clarifications:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  
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| SS.912.A.7.3 | Examine the changing status of women in the United States from post-World War II to present.  
**Clarifications:** Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, The Feminine Mystique, National Organization for Women, Roe v. Wade, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.5 | Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.  
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| SS.912.A.7.9 | Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.  
**Clarifications:** Examples may include, but aren't limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-
### SS.912.A.7.11:
**Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Clariﬁcations:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

### SS.912.A.7.12:
**Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.**

**Clariﬁcations:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

### SS.912.A.7.13:
**Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.**

**Clariﬁcations:**
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

### SS.912.A.7.14:
Use timelines to establish cause and effect relationships of historical events.

**Clariﬁcations:**
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

### SS.912.A.7.15:
**Evaluate the role of history in shaping identity and character.**

**Clariﬁcations:**
Examples are ethnic, cultural, personal, national, religious.

### SS.912.A.7.16:
Describe the origins of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

**Clariﬁcations:**
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, Illumination, universities, Natural Law Philosophy, Scholasticism.

### SS.912.A.7.17:
**Identify key ﬁgures, artistic, and intellectual achievements of the medieval period in Western Civilization.**

**Clariﬁcations:**
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, Illumination, universities, Natural Law Philosophy, Scholasticism.
Recognize the practice of slavery and other forms of forced labor.

Assess the social and economic impact of pandemics on a global scale.

Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

Describe the roles of people in the Maya, Inca, and Aztec societies.

Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

Describe the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Examples are the efficiency of a method to those expressed by others.

Compare the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

Compare the causes and effects of twentieth century nationalist conflicts.

Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws.

Describe the causes and effects of twentieth century nationalist conflicts.

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Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

Describe the roles of people in the Maya, Inca, and Aztec societies.

Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

Provide feedback to improve efficiency when performing calculations.

Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

Recognize the major artistic, literary, and technological contributions of individuals during the Renaissance.

Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

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Describe the roles of people in the Maya, Inca, and Aztec societies.

Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

Provide feedback to improve efficiency when performing calculations.
### MA.K12.MTR.4.1:
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

<table>
<thead>
<tr>
<th>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td>- Develop students’ ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
</tbody>
</table>

### MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>- Focus on relevant details within a problem.</td>
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<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td>- Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

<table>
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<th>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</th>
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<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td>- Support students to develop generalizations based on the similarities found among problems.</td>
</tr>
<tr>
<td>- Provide opportunities for students to create plans and procedures to solve problems.</td>
</tr>
<tr>
<td>- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
</tr>
</tbody>
</table>

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions.

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<td>- Estimate to discover possible solutions.</td>
</tr>
<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
</tr>
<tr>
<td>- Check calculations when solving problems.</td>
</tr>
<tr>
<td>- Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</th>
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<td>- Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td>- Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
</tr>
<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
</tr>
<tr>
<td>- Strengthen students’ ability to verify solutions through justifications.</td>
</tr>
</tbody>
</table>

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.

<table>
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<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
</tr>
<tr>
<td>- Use models and methods to understand, represent and solve problems.</td>
</tr>
<tr>
<td>- Perform investigations to gather data or determine if a method is appropriate.</td>
</tr>
<tr>
<td>- Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</th>
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<tr>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
<tr>
<td>- Challenge students to question the accuracy of their models and methods.</td>
</tr>
<tr>
<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
</tr>
<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
</tr>
</tbody>
</table>

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

| Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric. |

### ELA.K12.EE.3.1:
Make inferences to support comprehension.

| Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the...
General Course Information and Notes

### GENERAL NOTES

**Women's Studies** - The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

**Institutional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

[https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ls.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ls.pdf)

### GENERAL INFORMATION

**Course Number:** 2104340

**Course Path:** Section: Grades PreK to 12 Education
Courses: Grade Group: Grades 9 to 12 and Adult
Education Courses: Subject: Social Studies
SubSubject: Interdisciplinary and Applied Social Studies
**Abbreviated Title:** WOMEN'S STUDIES
Educator Certifications

<table>
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<tr>
<th>Subject</th>
<th>Grade Levels</th>
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<tbody>
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<td>9,10,11,12</td>
</tr>
<tr>
<td>Sociology (Grades 6-12)</td>
<td></td>
</tr>
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<td>Political Science (Grades 6-12)</td>
<td></td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
**Course Standards**

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<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
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<td>SS.912.A.4.8</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) while serving in Europe.</td>
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<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
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Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

---

SS.912.A.7.12:

Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

**Clarifications:**
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

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SS.912.G.4.1:

Explain how the United States uses foreign policy to influence other nations.

**Clarifications:**
- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

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SS.912.G.5.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

**Clarifications:**
- Examples of physical characteristics are climate, terrain, resources.
- Examples of human characteristics are religion, government, economy, demography.

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SS.912.G.6.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

**Clarifications:**
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

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SS.912.G.7.4:

Explain how the United States supports democratic principles and protects human rights around the world.

**Clarifications:**
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

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SS.912.H.1.4:

Explain philosophical beliefs as they relate to works in the arts.

**Clarifications:**
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

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SS.912.H.3.1:

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

**Clarifications:**
Use timelines to establish cause and effect relationships of historical events.

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SS.912.W.1.1:

Compare time measurement systems used by different cultures.

**Clarifications:**
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

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SS.912.W.1.2:

Interpret and evaluate primary and secondary sources.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

---

SS.912.W.1.3:

Explain how historians use historical inquiry and other sciences to understand the past.

**Clarifications:**
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
**SS.912.W.1.5:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**Clarifications:**
- Evaluate the role of history in shaping identity and character.

**SS.912.W.1.6:** Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

**Clarifications:**
- Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

**SS.912.W.2.10:** Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, the cultures of northern European peoples promoting a cultural unity in Europe.

**Clarifications:**
- Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

**SS.912.W.2.17:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**Clarifications:**
- Evaluate the role of history in shaping identity and character.

**SS.912.W.2.18:** Discuss the causes and effects of twentieth century nationalist conflicts.

**Clarifications:**
- Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

**SS.912.W.3.2:** Compare the major beliefs and principles of Judaism, Christianity, and Islam.

**Clarifications:**
- Examples are agricultural, architecture, astronomy, literature, mathematics, trade networks, government.

**SS.912.W.3.13:** Compare economic, political, and social developments in East, West, and South Africa.

**Clarifications:**
- Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

**SS.912.W.3.17:** Describe the roles of people in the Maya, Inca, and Aztec societies.

**Clarifications:**
- Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

**SS.912.W.4.3:** Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

**Clarifications:**
- Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

**SS.912.W.4.14:** Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

**Clarifications:**
- Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

**SS.912.W.4.15:** Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

**Clarifications:**
- Examples are agricultural, architecture, astronomy, literature, mathematics, trade networks, government.

**SS.912.W.6.4:** Describe the major artistic, literary, and technological contributions of individuals during the Renaissance.

**Clarifications:**
- Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

**SS.912.W.9.4:** Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

**Clarifications:**
- Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

**SS.912.W.9.5:** Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

**Clarifications:**
- Examples are agricultural, architecture, astronomy, literature, mathematics, trade networks, government.

**MA.K12.MTR.1.1:** Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:** Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency:**
- Mathematicians who complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
### MA.K12.MTR.3.1:
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary, and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence, and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:
- Use patterns and structure to help understand and connect mathematical concepts.
- Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps, or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### MA.K12.MTR.8.1:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
- Students should include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1: 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Women's Studies - The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and
social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2104340

Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies > Abbreviated Title: WOMEN'S STUDIES
Course Length: Semester (S)
Course Level: 2

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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<tbody>
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<td>Sociology (Grades 6-12)</td>
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<td>Political Science (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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Engaged Citizenship through Service-Learning
1 (#2104350) 2015 - 2022 (current)

Course Standards

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>MAFS.912.S-IC.2.3:</td>
<td>Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★</td>
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<tr>
<td>Standard Relation to Course: Supporting</td>
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<tr>
<td>MAFS.912.S-IC.2.4:</td>
<td>Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★</td>
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<tr>
<td>Standard Relation to Course: Supporting</td>
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<tr>
<td>MAFS.912.S-IC.2.5:</td>
<td>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★</td>
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<td>Standard Relation to Course: Supporting</td>
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<tr>
<td>MAFS.912.S-IC.2.6:</td>
<td>Evaluate reports based on data. ★</td>
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<td>Standard Relation to Course: Supporting</td>
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<tr>
<td>MAFS.912.S-ID.1.1:</td>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
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<td>Clarifications:</td>
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<td>Standard Relation to Course: Supporting</td>
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<td>MAFS.912.S-ID.1.2:</td>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
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<tr>
<td>MAFS.912.S-ID.1.3:</td>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
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<td>Standard Relation to Course: Supporting</td>
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<tr>
<td>MAFS.912.S-ID.1.4:</td>
<td>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★</td>
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<tr>
<td>Standard Relation to Course: Supporting</td>
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Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments or explanations, ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.**

**Clarifications:**
Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf

**Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.**

**Clarifications:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated see the United States History End-of-Course Assessment Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.**

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated see the United States History End-of-Course Assessment Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Evaluate the importance of political participation and civic participation.**

**Clarifications:**
Examples are school, community, state, national, international.

**Conduct a service project to further the public good.**

**Clarifications:**
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mocking election.

**Analyze the impact of citizen participation as a means of achieving political and social change.**

**Clarifications:**
Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

**Monitor current public issues in Florida.**

**Clarifications:**
Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

**Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.**

**Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing potential consequences, and considering the alternatives.**

**Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.**

**Interpret and evaluate primary and secondary sources.**

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose strategies to reduce or prevent injuries and health problems.

d. Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

Evaluating a speaker’s point of view, reasoning, and use of evidence and English language learners communicate information, ideas and concepts clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Identify appropriate methods to resolve physical conflict.

Identify appropriate methods to resolve physical conflict.

Propose strategies to reduce or prevent injuries and health problems.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Evaluate a speaker’s point of view, reasoning, and use of evidence and English language learners communicate information, ideas and concepts clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

Propose strategies to reduce or prevent injuries and health problems.

Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

Interpersonal, financial, emotional factors, and accessibility of health information.

Write routines over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Appraise the potential short-term and long-term outcomes of each alternative on self and others.

Examine barriers that can hinder healthy decision making.

Propose strategies to reduce or prevent injuries and health problems.

Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

GENERAL NOTES

This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours’ duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.

2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action.

3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.

4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others.
about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/family/learnserve.asp.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students’ interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students’ knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).

Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

QUALIFICATIONS
As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

GENERAL INFORMATION

Course Number: 2104350
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Number of Credits: Half credit (.5)
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Interdisciplinary and Applied Social Studies >
Abbreviated Title: ENG CITIZ SERV LRNG1
Course Length: Semester (S)
Course Level: 2

Any field when certification reflects a bachelor or higher degree.
### Course Standards

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| SS.912.A.1.5: | Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  
Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: [http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf](http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf) |
| SS.912.A.3.12: | Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.12: | Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.  
Clarifications: Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.C.2.2: | Evaluate the importance of political participation and civic participation.  
Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| SS.912.C.2.3: | Experience the responsibilities of citizens at the local, state, or federal levels.  
Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| SS.912.C.2.5: | Conduct a service project to further the public good.  
Clarifications: Examples are school, community, state, national, international. |
| SS.912.C.2.8: | Analyze the impact of citizen participation as a means of achieving political and social change.  
Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. |
| SS.912.C.2.10: | Monitor current public issues in Florida.  
Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging. |
| SS.912.C.2.11: | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.  
Clarifications: Examples are school, community, state, national, international. |
| SS.912.E.2.2: | Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.  
Clarifications: Examples are school, community, state, national, international. |
| SS.912.G.5.5: | Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.  
Clarifications: Examples are school, community, state, national, international. |
| SS.912.W.1.3: | Interprets and evaluates primary and secondary sources.  
Clarifications: Examples are artifacts, images, auditory and written sources. |
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve. |
Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:** Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:** Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
Identify appropriate methods to resolve physical conflict.
Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Identify appropriate methods to resolve physical conflict.

Clarifications:
Examine barriers that can hinder healthy decision making.

Propose strategies to reduce or prevent injuries and health problems.

Clarifications:
Interpersonal, financial, environmental factors, and accessibility of health information.
General Course Information and Notes

GENERAL NOTES

This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may count toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/family/learnserve.asp.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).

Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.cors-windows.net/uploads/docs/standards/eld/ss.pdf

QUALIFICATIONS

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<tr>
<td><strong>Number of Credits:</strong></td>
<td>Half credit (.5)</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Elective Course</td>
</tr>
<tr>
<td><strong>Course Status:</strong></td>
<td>State Board Approved</td>
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<tr>
<td><strong>Grade Level(s):</strong></td>
<td>9,10,11,12</td>
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**Courses > Grade Group:** Grades 9 to 12 and Adult Education Courses
**Subject:** Social Studies
**SubSubject:** Interdisciplinary and Applied Social Studies

**Abbreviated Title:** ENG CITIZ SERV LRNG1
**Course Length:** Semester (S)
**Course Level:** 2
Engaged Citizenship through Service-Learning
1 (#2104350) 2023 - And Beyond

Course Standards

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<td>SS.912.CG.2.2:</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
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<td>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</td>
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<td>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political participation, limits on the type of protesting).</td>
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<td>SS.912.CG.2.3:</td>
<td>Explain the responsibilities of citizens at the local, state and national levels.</td>
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<td>Clarifications:</td>
<td>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</td>
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<td>• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</td>
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<td>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</td>
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<td>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</td>
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<td>SS.912.CG.2.7:</td>
<td>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</td>
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<td>Clarifications:</td>
<td>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</td>
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<td>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</td>
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<td>SS.912.CG.2.12:</td>
<td>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</td>
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<td>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</td>
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Mathematicians who participate in effortful learning both individually and with others:

• Analyze the problem in a way that makes sense given the task.  
• Ask questions that will help with solving the task.  
• Build perseverance by modifying methods as needed while solving a challenging task.  
• Stay engaged and maintain a positive mindset when working to solve tasks.
**MA.K12.MTR.1.1:**

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:**

- Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**

- Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**

- Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**

- Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**

- Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
<table>
<thead>
<tr>
<th><strong>MA.K12.MTR.6.1:</strong></th>
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</table>

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, “Does this solution make sense? How do you know?”  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students’ ability to verify solutions through justifications.

<table>
<thead>
<tr>
<th><strong>MA.K12.MTR.7.1:</strong></th>
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<tbody>
<tr>
<td>Apply mathematics to real-world contexts.</td>
<td></td>
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<tr>
<td>Mathematicians who apply mathematics to real-world contexts:</td>
<td></td>
</tr>
</tbody>
</table>
|  | - Connect mathematical concepts to everyday experiences.  
  - Use models and methods to understand, represent and solve problems.  
  - Perform investigations to gather data or determine if a method is appropriate.  
  - Redesign models and methods to improve accuracy or efficiency. |

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines.

<table>
<thead>
<tr>
<th><strong>ELA.K12.EE.1.1:</strong></th>
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<tbody>
<tr>
<td>Cite evidence to explain and justify reasoning.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
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</tbody>
</table>
| K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |

<table>
<thead>
<tr>
<th><strong>ELA.K12.EE.2.1:</strong></th>
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<tbody>
<tr>
<td>Read and comprehend grade-level complex texts proficiently.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
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<tr>
<th><strong>ELA.K12.EE.3.1:</strong></th>
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<tbody>
<tr>
<td>Make inferences to support comprehension.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
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<tr>
<th><strong>ELA.K12.EE.4.1:</strong></th>
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<tbody>
<tr>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |

<table>
<thead>
<tr>
<th><strong>ELA.K12.EE.5.1:</strong></th>
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<tbody>
<tr>
<td>Use the accepted rules governing a specific format to create quality work.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
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<tr>
<th><strong>ELA.K12.EE.6.1:</strong></th>
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<tbody>
<tr>
<td>Use appropriate voice and tone when speaking or writing.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
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</tr>
</tbody>
</table>

| **PE.912.C.2.20:** | Identify appropriate methods to resolve physical conflict.
| **PE.912.M.1.5:** | Apply strategies for self improvement based on individual strengths and needs.
| **PE.912.R.5.1:** | Describe ways to act independently of peer pressure during physical activities.
| **PE.912.R.5.4:** | Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
| **HE.912.B.5.3:** | Appraise the potential short-term and long-term outcomes of each alternative on self and others.

**Clarifications:**  
Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and
General Course Information and Notes

GENERAL NOTES

This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/familylearnserve.asp.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).

Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.
**GENERAL INFORMATION**

**Course Number:** 2104350

**Course Path:** Section: Grades PreK to 12 Education

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Course Length:** Semester (S)

**Number of Credits:** Half credit (.5)

**Grade Group:** Grades 9 to 12 and Adult Education Courses

**Subject:** Social Studies

**SubSubject:** Interdisciplinary and Applied Social Studies

**Abbreviated Title:** ENG CITIZ SERV LRNG1

**Grade Level(s):** 9, 10, 11, 12
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>MAFS.K12.S-ID.1.1:</td>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td>MAFS.K12.S-ID.1.2:</td>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td>MAFS.K12.S-ID.1.3:</td>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td>MAFS.K12.S-ID.1.4:</td>
<td>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</td>
</tr>
<tr>
<td>MAFS.K12.MP.1.1:</td>
<td>Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</td>
</tr>
<tr>
<td>MAFS.K12.MP.3.1:</td>
<td>Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments they find convincing, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</td>
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</tbody>
</table>
| MAFS.K12.MP.5.1: | Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

Clariﬁcations:
Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bli/library_media/pdf/12totalfinds.pdf

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

Clariﬁcations:

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

Clariﬁcations:
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate the importance of political participation and civic participation.

Clariﬁcations:
Examples are school, community, state, national, international.

Conduct a service project to further the public good.

Clariﬁcations:
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

Analyze the impact of citizen participation as a means of achieving political and social change.

Clariﬁcations:
Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

Monitor current public issues in Florida.

Clariﬁcations:
Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

Clariﬁcations:
Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

Interpret and evaluate primary and secondary sources.

Clariﬁcations:
Examples are artifacts, images, auditory and written sources.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analytical, advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to purpose, audience, and task.

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- Identify appropriate methods to resolve physical conflict.

- Apply strategies for self improvement based on individual strengths and needs.

- Describe ways to act independently of peer pressure during physical activities.

- Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

  **Clarifications:**
  Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

- Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.

- Examine barriers that can hinder healthy decision making.

- Interpersonal, financial, environmental factors, and accessibility of health information.

- Propose strategies to reduce or prevent injuries and health problems.

  **Clarifications:**
  Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

- English language learners communicate for social and instructional purposes within the school setting.

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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**General Course Information and Notes**

**GENERAL NOTES**

This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours’ duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.
All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/family/learnserv.asp.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students’ interaction with others.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students’ knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.
8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

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**GENERAL INFORMATION**

**Course Number:** 2104360

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Interdisciplinary and Applied Social Studies >

**Abbreviated Title:** ENG CITIZ SERV LRG2

**Course Length:** Semester (S)

**Course Level:**

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12
## Course Standards

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<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
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</table>
| **SS.912.A.1.5:** | Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| **SS.912.A.3.12:** | Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.912.A.7.12:** | Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.  
**Clarifications:** Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| **SS.912.C.2.2:** | Evaluate the importance of political participation and civic participation.  
**Clarifications:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| **SS.912.C.2.3:** | Experience the responsibilities of citizens at the local, state, or federal levels.  
**Clarifications:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| **SS.912.C.2.5:** | Conduct a service project to further the public good.  
**Clarifications:** Examples are school, community, state, national, international. |
| **SS.912.C.2.8:** | Analyze the impact of citizen participation as a means of achieving political and social change.  
**Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. |
| **SS.912.C.2.10:** | Monitor current public issues in Florida.  
**Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging. |
| **SS.912.C.2.11:** | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.  
**Clarifications:** Examples are school, community, state, national, international. |
| **SS.912.E.2.2:** | Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives. |
| **SS.912.G.5.5:** | Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.  
**Clarifications:** Examples are artifacts, images, auditory and written sources. |
| **SS.912.W.1.3:** | Interpret and evaluate primary and secondary sources.  
**Clarifications:** Examples are artifacts, images, auditory and written sources. |

## Additional Resources

- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - **Clarifications:**  
  - Analyze the problem in a way that makes sense given the task.  
  - Ask questions that will help with solving the task.  
  - Build perseverance by modifying methods as needed while solving a challenging task.  
  - Stay engaged and maintain a positive mindset when working to solve tasks.  
  - Help and support each other when attempting a new method or approach.

- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - **Clarifications:**  
  - Cultivate a community of growth mindset learners.  
  - Foster perseverance in students by choosing tasks that are challenging.  
  - Develop students’ ability to analyze and problem solve.
Recognize students’ effort when solving challenging problems.

**MA.K12.MTR.2.1:**
Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent, and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. “ The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**PE.912.C.2.20:**
Identify appropriate methods to resolve physical conflict.

**PE.912.M.1.5:**
Apply strategies for self-improvement based on individual strengths and needs.

**PE.912.R.5.1:**
Describe ways to act independently of peer pressure during physical activities.

**PE.912.R.5.4:**
Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

**Clarifications:**
Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**HE.912.B.5.3:**
Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.

**Clarifications:**
Examine barriers that can hinder healthy decision making.

**HE.912.B.5.5:**
Propose strategies to reduce or prevent injuries and health problems.
General Course Information and Notes

GENERAL NOTES

This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.

The content should include, but be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed; activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/family/learnserve.asp.

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills, and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.
8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.
Course Number: 2104360

Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
### Course Standards

<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tr>
<td>SS.912.A.7.12</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. Example: changes in the labor market, <strong>Clarifications:</strong> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
<tr>
<td>SS.912.CG.2.2</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic. <strong>Clarifications:</strong> Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
</tr>
</tbody>
</table>
### MA.K12.MTR.1.1: Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

### MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.1.1: Assess the reasonableness of solutions.

**Mathematicians who assess the reasonableness of solutions:**
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
### MA.K12.MTR.6.1
**Identify appropriate methods to resolve physical conflict.**
*Clarifications:*
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
*Mathematicians who apply mathematics to real-world contexts:*
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

### MA.K12.MTR.7.1
**Cite evidence to explain and justify reasoning.**
*Clarifications:*
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.1.1
**Read and comprehend grade-level complex texts proficiently.**
*Clarifications:*
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.2.1
**Make inferences to support comprehension.**
*Clarifications:*
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.3.1
**Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**
*Clarifications:*
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.4.1
**Use the accepted rules governing a specific format to create quality work.**
*Clarifications:*
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.5.1
**Use appropriate voice and tone when speaking or writing.**
*Clarifications:*
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### ELA.K12.EE.6.1
**Identify appropriate methods to resolve physical conflict.**
*Clarifications:*
- Appraise the potential short-term and long-term outcomes of each alternative on self and others.

### PE.912.C.2.20:
**Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.**
*Clarifications:*
- Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

### HE.912.B.5.3:
**Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and**
General Course Information and Notes

GENERAL NOTES

This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at www.fldoe.org/family/learnserve.asp.

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2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.
8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

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This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- [Use of stress management and coping skills.](#)
- [Examine barriers that can hinder healthy decision making.](#)
- [Propose strategies to reduce or prevent injuries and health problems.](#)
- [Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.](#)
### GENERAL INFORMATION

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## Multicultural Studies (#2104600) 2015 - 2022 (current)

### Course Standards

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<tbody>
<tr>
<td>SS.912.A.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.8:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td>SS.912.A.9:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td>SS.912.A.10:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td>SS.912.A.11:</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td>SS.912.A.12:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td>SS.912.A.13:</td>
<td>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</td>
</tr>
</tbody>
</table>

**Clarifications:**

- SS.912.A.1: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
- SS.912.A.2: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf
- SS.912.A.6: Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.
- SS.912.A.7: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.8: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf
- SS.912.A.9: Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.3.7:</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to nativism, integration of immigrants into society when comparing &quot;Old&quot; [before 1890] and &quot;New&quot; immigrants [after 1890], Immigration Act of 1924.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.11:</td>
<td>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.12:</td>
<td>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.13:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.1:</td>
<td>Analyze the major factors that drove United States imperialism.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.9:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.2:</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Benchmark</td>
<td>Description</td>
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<tr>
<td>SS.912.A.5.6</td>
<td>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.7</td>
<td>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.9</td>
<td>Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Semitic, anti-women, and anti-union ideas.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, 100 Percent America. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.10</td>
<td>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.9</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Declaration of Human Rights. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.4</td>
<td>Evaluate the success of 1960s era presidents foreign and domestic policies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.5</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.6</td>
<td>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamal Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale]. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.7</td>
<td>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.


This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clariﬁcations:** Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.10: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.11: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**Clariﬁcations:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.12: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

**Clariﬁcations:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.13: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clariﬁcations:** Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.14: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clariﬁcations:** Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.15: Examine the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**Clariﬁcations:** Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.16: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clariﬁcations:** Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.17: Examine changes in immigration policy and attitudes toward immigration since 1950.

**Clariﬁcations:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.A.7.18: Examine key events and key people in Florida history as they relate to United States history.

**Clariﬁcations:** Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the 2000 election, migration and Immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

SS.912.C.4.1: Explain how the world's nations are governed differently.

SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**Clariﬁcations:** Examples are thematic, contour, and dot-density.

Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.1: Clarifications:
Examples of physical characteristics are climate, terrain, resources.
Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3: Clarifications:
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.4: Clarifications:
Examples are classical architecture, protest music, Native American dance, Japanese Noh.

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Clarifications:
Compare time measurement systems used by different cultures.

SS.912.W.1.3: Clarifications:
Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6: Clarifications:
Examples are ethnic, cultural, personal, national, religious.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.WHST.1.2:

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.2.4:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6:

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7:

- Conduct short as well as more sustained research projects to answer a question including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8:

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9:

- Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.4.10:

- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.S-ID.1.4:

- Use statistics appropriate to the shape of the data distribution, such as the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.3:

- Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

MAFS.912.S-ID.1.2:

- Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

MAFS.912.S-ID.1.1:

- Provide a conclusion statement or section that follows from or supports the information or explanation presented.

MAFS.912.S-ID.1.1:

- Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.1.1:

- Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.K12.MP.3.1:** Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and its limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.5.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.6.1:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

**ELD.K12.ELL.SI.1:** Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. They analyze how culture supports and challenges health beliefs, practices, and behaviors.

**ELD.K12.ELL.SS.1:** Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**HE.912.C.2.7:** The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

**Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and
social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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<th>Educator Certifications</th>
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<td>History (Grades 6-12)</td>
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<td>Sociology (Grades 6-12)</td>
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<td>Political Science (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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</tbody>
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### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2 | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3 | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4 | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5 | Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6 | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7 | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. |
| SS.912.A.2.4 | Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.  
**Clarifications:** Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.5 | Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.6 | Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.7 | Review the Native American experience.  
**Clarifications:** Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.5 | Identify significant inventors of the Industrial Revolution including African Americans and women.  
**Clarifications:** Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.6 | Analyze changes that occurred as the United States shifted from agrarian to an industrial society.  
**Clarifications:** Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
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<tr>
<th>Benchmark</th>
<th>Description</th>
<th>Clarifications</th>
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<tr>
<td>SS.912.A.3.7</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</td>
<td>Examples may include, but are not limited to nativism, integration of immigrants into society when comparing &quot;Old&quot; [before 1890] and &quot;New&quot; immigrants [after 1890], Immigration Act of 1924. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies.</td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.3.11</td>
<td>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</td>
<td>Examples may include, but aren't limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.3.12</td>
<td>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</td>
<td>Examples may include, but are not limited to, NAACP, YMCA, Women’s Christian Temperance Union, National Women’s Suffrage Association, National Women’s Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.3.13</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
<td>Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.1</td>
<td>Anayze the major factors that drove United States imperialism.</td>
<td>Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.4.8</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) while serving in Europe.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.4.9</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.5.2</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
<td>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tbody>
</table>
### SS.912.A.5.6:
Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.7:
Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.8:

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.9:
Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.10:
Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.9:
Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

**Clarifications:**
Examples may include, but are not limited to, the Declaration of Human Rights.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.4:
Evaluate the success of 1960s era presidents' foreign and domestic policies.

**Clarifications:**
Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.5:
Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.6:
Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X (El-Haj Malik El-Shabazz), Stokely Carmichael (Kwame Ture), H. Rap Brown (Jamal Abdullah Al-Amin), the Black Panther Party (e.g., Huey P. Newton, Bobby Seale).

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.7:
Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.


This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

- **Clarifications:** Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

- **Clarifications:** Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

- **Clarifications:** Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

- **Clarifications:** Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine changes in immigration policy and attitudes toward immigration since 1950.

- **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and key people in Florida history as they relate to United States history.

- **Clarifications:** Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Bicentennial of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

- **Clarifications:** Identify the physical characteristics and the human characteristics that define and differentiate regions.
Clarifications:
Examples of physical characteristics are climate, terrain, resources.
Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1: Interpreting population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Compare time measurement systems used by different cultures.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:  
Read and comprehend grade-level complex texts proficiently.  
**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:  
Make inferences to support comprehension.  
**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:  
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ___. ” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:  
Use the accepted rules governing a specific format to create quality work.  
**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:  
Use appropriate voice and tone when speaking or writing.  
**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1:  
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:  
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C2.7:  
Analyze how culture supports and challenges health beliefs, practices, and behaviors.  
**Clarifications:**  
Various cultures’ dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

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**General Course Information and Notes**

**GENERAL NOTES**

**Multicultural Studies** - The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and
social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

**Course Number:** 2104600

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Multicultural Studies

**Abbreviated Title:** MULTICLTRL STUDIES

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

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<tr>
<th>Subject</th>
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<tr>
<td>Sociology</td>
<td>6-12</td>
</tr>
<tr>
<td>Political Science</td>
<td>6-12</td>
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<tr>
<td>Social Science</td>
<td>6-12</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.6:</td>
<td>Review the Native American experience.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</td>
</tr>
<tr>
<td>SS.912.A.2.7:</td>
<td>Identify significant inventors of the Industrial Revolution including African Americans and women.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</td>
</tr>
<tr>
<td>SS.912.A.3.6:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</td>
</tr>
<tr>
<td>SS.912.A.3.5:</td>
<td>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>Benchmark</td>
<td>Description</td>
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<tr>
<td>SS.912.A.3.7:</td>
<td>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to nativism, integration of immigrants into society when comparing &quot;Old&quot; [before 1890] and &quot;New&quot; immigrants [after 1890], Immigration Act of 1924. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.8:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.11:</td>
<td>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.12:</td>
<td>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.13:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.1:</td>
<td>Analyze the major factors that drove United States imperialism.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, The Influence of Sea Power Upon History, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 27-28. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.9:</td>
<td>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) while serving in Europe.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.2:</td>
<td>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.1:</td>
<td>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tbody>
</table>
### SS.912.A.5.6:

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.7:

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.8:


**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.9:

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

**Clarifications:**
Examples may include, but are not limited to, 100 Percent Americanism.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.5.10:

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 35-36. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.6.9:

Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

**Clarifications:**
Examples may include, but are not limited to, the Declaration of Human Rights.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.4:

Evaluate the success of 1960s era presidents' foreign and domestic policies.

**Clarifications:**
Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.5:

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

**Clarifications:**
Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.6:

Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

**Clarifications:**
Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamal Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.7:

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

**Clarifications:**
Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

**Clariﬁcations:**

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clariﬁcations:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clariﬁcations:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

**Clariﬁcations:**
Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 49-50 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clariﬁcations:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine changes in immigration policy and attitudes toward immigration since 1950.

**Clariﬁcations:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examine key events and key people in Florida history as they relate to United States history.

**Clariﬁcations:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Bection of 2000, migration and Immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

**SS.912.CG.4.1:**

Students will explain how the United States uses foreign policy to influence other nations.

- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

| SS.912.CG.4.3: | Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. |
| SS.912.G.1.2: | Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.3: | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4: | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. |

### Clarifications:
- Examples are thematic, contour, and dot-density.
- Identify the physical characteristics and the human characteristics that define and differentiate regions.

| SS.912.G.2.1: | Clarifications: |
| SS.912.G.2.2: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |

### Clarifications:
- Examples of physical characteristics are climate, terrain, resources.
- Examples of human characteristics are religion, government, economy, demography.

| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |

### Clarifications:
- Examples are desertification, global warming, catastrophic natural disasters.

| SS.912.G.4.1: | Interpret population growth and other demographic data for any given place. |
| SS.912.G.4.2: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.3: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.4.7: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |

### Clarifications:
- Use political maps to describe the change in boundaries and governments within continents over time.

| SS.912.H.1.4: | Clarifications: |
| SS.912.H.3.1: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.W.1.1: | Use timelines to establish cause and effect relationships of historical events. |

### Clarifications:
- Examples are classical architecture, protest music, Native American dance, Japanese Noh.

| SS.912.W.1.2: | Compare time measurement systems used by different cultures. |
| SS.912.W.1.3: | Interpret and evaluate primary and secondary sources. |
| SS.912.W.1.4: | Explain how historians use historical inquiry and other sciences to understand the past. |
| SS.912.W.1.5: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |

### Clarifications:
- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
- Examples are artifacts, images, auditory and written sources.
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
- Evaluate the role of history in shaping identity and character.

| SS.912.W.1.6: | Mathematicians who participate in effortful learning both individually and with others: |
| MA.K12.MTR.1.1: | Clarifications: |

### Clarifications:
- Mathematics who demonstrate understanding by representing problems in multiple ways.
- Mathematicians who participate actively in effortful learning both individually and with others:
  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

| MA.K12.MTR.2.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others: |

### Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

| MA.K12.MTR.1.1: | Demonstrate understanding by representing problems in multiple ways. |
| MA.K12.MTR.2.1: | Clarifications: |

### Clarifications:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.
### Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

#### MA.K12.MTR.3.1:
**Complete tasks with mathematical fluency.**

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others:

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts:

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

**Mathematicians who assess the reasonableness of solutions:**
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### Apply mathematics to real-world contexts.

**Mathematicians who apply mathematics to real-world contexts:**
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

5-6 Students continue with previous skills and use a guide to create a proper citation.

6-8 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
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</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
<th>Make inferences to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
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<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
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<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
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<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

| ELD.K12.ELL.SL.1: | English language learners communicate for social and instructional purposes within the school setting. |

| ELD.K12.ELL.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

<table>
<thead>
<tr>
<th>HE.912.C.2.7:</th>
<th>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Various cultures’ dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

**Multicultural Studies** - The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2104600
Course Path: Grades PreK to 12 Education
Course Status: Draft - Course Pending Approval
Course Type: Elective Course
Course Length: Semester (S)
Course Level: 2
Number of Credits: Half credit (.5)
Grade Level(s): 9,10,11,12

Educator Certifications

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grades</th>
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<tbody>
<tr>
<td>History</td>
<td>(Grades 6-12)</td>
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<tr>
<td>Sociology</td>
<td>(Grades 6-12)</td>
</tr>
<tr>
<td>Political Science</td>
<td>(Grades 6-12)</td>
</tr>
<tr>
<td>Social Science</td>
<td>(Grades 6-12)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
</tbody>
</table>
| SS.912.G.1.4: | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  
**Clarifications:**  
Examples are thematic, contour, and dot-density. |
| SS.912.G.2.1: | Identify the physical characteristics and the human characteristics that define and differentiate regions.  
**Clarifications:**  
Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography. |
| SS.912.G.2.2: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world.  
**Clarifications:**  
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |
| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  
**Clarifications:**  
Examples are desertification, global warming, cataclysmic natural disasters. |
| SS.912.G.2.4: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.2.5: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.  
**Clarifications:**  
Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.2.6: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.  
**Clarifications:**  
Examples are thematic, contour, and dot-density. |
| SS.912.G.4.1: | Interpret population growth and other demographic data for any given place. |
| SS.912.G.4.2: | Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.  
**Clarifications:**  
Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography. |
| SS.912.G.4.3: | Identify key figures associated with the Byzantine Empire.  
**Clarifications:**  
Examples are Justianin the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius. |
| SS.912.G.4.4: | Evaluate the role of history in shaping identity and character.  
**Clarifications:**  
Examples are ethnic, cultural, personal, national, religious. |
| SS.912.G.4.5: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |
| SS.912.H.1.3: | Relate works in the arts to various cultures.  
**Clarifications:**  
Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman. |
| SS.912.H.1.4: | Clarify philosophical beliefs as they relate to works in the arts.  
**Clarifications:**  
Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.1.5: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.H.1.6: | Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. |
| SS.912.H.2.1: | Use timelines to establish cause and effect relationships of historical events.  
**Clarifications:**  
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |
| SS.912.H.2.2: | Interpret and evaluate primary and secondary sources.  
**Clarifications:**  
Examples are artifacts, images, auditory and written sources. |
| SS.912.H.2.3: | Explain how historians use historical inquiry and other sciences to understand the past.  
**Clarifications:**  
Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |
| SS.912.H.2.4: | Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.  
**Clarifications:**  
Examples are Justianin the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius. |
| SS.912.H.2.5: | Explain the contributions of the Byzantine Empire.  
**Clarifications:**  
Examples are Justianin's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples. |
| SS.912.H.2.6: | Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome. |
Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman Empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.

Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

Describe the impact of Japan's physiography on its economic and political development.

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

Describe Japan's cultural and economic relationship to China and Korea.

Discuss significant people and beliefs associated with Islam.

Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

Describe key economic, political, and social developments in Islamic history.

Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.

Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

Examples are Crusades, Reconquista.

Identify important figures associated with the Crusades.

Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

Discuss cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

Examples are prejudice, racism, stereotyping, economic competition.

Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

Determine the specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAFS.910.S-ID.1.1:</strong></td>
<td>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</td>
</tr>
<tr>
<td><strong>MAFS.910.S-ID.1.2:</strong></td>
<td>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</td>
</tr>
<tr>
<td><strong>MAFS.910.S-ID.1.3:</strong></td>
<td>Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.3.7:</strong></td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.4.10:</strong></td>
<td>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.2.5:</strong></td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.6:</strong></td>
<td>Use technology, including the Internet, to produce, publish, and update content; evaluate the credibility and accuracy of each source.</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.3.8:</strong></td>
<td>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td><strong>LAFS.910.SL.1.2:</strong></td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td><strong>LAFS.910.SL.1.3:</strong></td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td><strong>LAFS.910.SL.2.4:</strong></td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.1.2:</strong></td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.2.4:</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td><strong>LAFS.910.WHST.2.5:</strong></td>
<td>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</td>
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<td><strong>LAFS.910.WHST.3.8:</strong></td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
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</tbody>
</table>
MAFS.K12.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.1.4: Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.5.3: Attend to precision.

ELD.K12.ELL.SS.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.7: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

General Course Information and Notes

GENERAL NOTES

World Religions - The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world’s living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

- **Course Number:** 2105310
- **Number of Credits:** Half credit (.5)
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Course Length:** Semester (S)
- **Course Level:** 2

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: WORLD RELIGIONS

**Grade Level(s):** 9,10,11,12

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**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 6-12)
- Humanities (Elementary and Secondary Grades K-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
</tbody>
</table>
| SS.912.G.1.4: | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  
  **Clarifications:**  
  Examples are thematic, contour, and dot-density. |
| SS.912.G.2.1: | Identify the physical characteristics and the human characteristics that define and differentiate regions.  
  **Clarifications:**  
  Examples of physical characteristics are climate, terrain, resources.  
  Examples of human characteristics are religion, government, economy, demography. |
| SS.912.G.2.2: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world.  
  **Clarifications:**  
  Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |
| SS.912.G.2.3: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.  
  **Clarifications:**  
  Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.  
  Examples are desertification, global warming, cataclysmic natural disasters. |
| SS.912.G.4.1: | Interpret population growth and other demographic data for any given place.  
  **Clarifications:**  
  Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.  
  Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.G.4.2: | Use political maps to describe the change in boundaries and governments within continents over time.  
  **Clarifications:**  
  Use geographic terms and tools to explain the change in boundaries and governments within continents over time. |
| SS.912.H.1.3: | Relate works in the arts to various cultures.  
  **Clarifications:**  
  Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman. |
| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts.  
  **Clarifications:**  
  Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.3.1: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.  
  **Clarifications:**  
  Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. |
| SS.912.H.3.2: | Use timelines to establish cause and effect relationships of historical events.  
  **Clarifications:**  
  Compare time measurement systems used by different cultures.  
  Interpret and evaluate primary and secondary sources.  
  Explain how historians use historical inquiry and other sciences to understand the past.  
  Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).  
  Evaluate the role of history in shaping identity and character.  
  Identify key figures associated with the Byzantine Empire.  
  Explain the contributions of the Byzantine Empire.  
  Explain the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome. |
Analyze causes (Justinian’s Plague, ongoing attacks from the “barbarians,” the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman Empire under the sultans including Mehmet the Conqueror and Suleyman the Magnificent.

Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

Describe key economic, political, and social developments in Islamic history.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Discuss significant people and beliefs associated with Islam.

Identify important figures associated with the Crusades.

Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Express connections between concepts and representations.

SS.912.W.2.1: Analyze causes (Justinian’s Plague, ongoing attacks from the “barbarians,” the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

SS.912.W.2.2: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman Empire under the sultans including Mehmet the Conqueror and Suleyman the Magnificent.

SS.912.W.2.3: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

SS.912.W.2.4: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

SS.912.W.2.5: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

SS.912.W.2.6: Describe key economic, political, and social developments in Islamic history.

SS.912.W.2.7: Identify important figures associated with the Crusades.

SS.912.W.2.8: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

SS.912.W.2.9: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

SS.912.W.2.10: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Mathematicians who participate in effortful learning both individually and with others: Anomalous understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
### MA.K12.MTR.2.1: Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### Apply mathematics to real-world contexts.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or
General Course Information and Notes

GENERAL NOTES

World Religions - The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world’s living religions, distinguish the similarities and differences among the world’s major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2105310

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion >

Abbreviated Title: WORLD RELIGIONS

Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Course Length: Semester (S)
Course Level: 2

Educator Certifications

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
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<tr>
<td>Social Science (Grades 6-12)</td>
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### Course Standards

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<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2 | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3 | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4 | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5 | Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6 | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7 | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. |
| SS.912.A.3.10 | Review different economic and philosophic ideologies.  
**Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism. |
| SS.912.A.7.5 | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  
**Clarifications:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches. |
| SS.912.C.1.1 | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| SS.912.C.1.2 | Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights. |
| SS.912.C.1.3 | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| SS.912.C.1.4 | Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights. |
| SS.912.C.1.5 | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| SS.912.C.2.6 | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |
| SS.912.C.3.1 | Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.  
**Clarifications:** Evolve the significance and outcomes of landmark Supreme Court cases.  
| SS.912.C.3.15 | Identify and examine how power and responsibility are distributed, shared, and limited by the Constitution.  
**Clarifications:** Evaluate the physical characteristics and the human characteristics that define and differentiate regions. |
| SS.912.G.2.1 | Examine the physical characteristics and climate, terrain, resources.  
**Examples:** Physical characteristics are climate, government, economy, demography. |
| SS.912.G.2.2 | Describe the factors and processes that contribute to the differences between developing and developed regions of the world.  
**Clarifications:** Use geographic terms and processes that contribute to the differences between developing and developed regions of the world.  
**Examples:** Desertification, global warming, catastrophic natural disasters. |
| SS.912.G.2.3 | Explain philosophical beliefs as they relate to works in the arts. |
### SS.912.H.1.4: Clarifications
- Examples are classical architecture, protest music, Native American dance, Japanese Noh.

### SS.912.H.2.3: Clarifications
- Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

### SS.912.H.3.1: Clarifications
- Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

### SS.912.H.3.2: Clarifications
- Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

### SS.912.W.1.1: Clarifications
- Use timelines to establish cause and effect relationships of historical events.

### SS.912.W.1.2: Clarifications
- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

### SS.912.W.1.3: Clarifications
- Examples are artifacts, images, auditory and written sources.

### SS.912.W.1.4: Clarifications
- Explain how historians use historical inquiry and other sciences to understand the past.

### SS.912.W.1.5: Clarifications
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.6: Clarifications
- Evaluate the role of history in shaping identity and character.

### SS.912.W.2.2: Clarifications
- Describe Japan's cultural and economic relationship to China and Korea.

### SS.912.W.3.1: Clarifications
- Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

### SS.912.W.3.2: Clarifications
- Compare the major beliefs and principles of Judaism, Christianity, and Islam.

### SS.912.W.3.4: Clarifications
- Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

### SS.912.W.4.10: Clarifications
- Examples are Francis Bacon, Nicholas Copernicus, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

### SS.912.W.5.2: Clarifications
- Identify major causes of the Enlightenment.

### SS.912.W.5.3: Clarifications
- Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

### SS.912.W.5.4: Clarifications
- Summarize the major ideas of Enlightenment philosophers.

### SS.912.W.5.5: Clarifications
- Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

### SS.912.W.6.3: Clarifications
- Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

### SS.912.W.6.4: Clarifications
- Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

### SS.912.W.6.6: Clarifications
- Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

### SS.912.W.6.8: Clarifications
- Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

### SS.912.W.8.8: Clarifications
- Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.

### SS.912.W.8.9: Clarifications
- Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

### SS.912.W.8.10: Clarifications
- Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

### SS.912.W.9.1: Clarifications
- Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

### SS.912.W.9.7: Clarifications
- Describe the impact of and global response to international terrorism.
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★
MAFS.912.S-IC.2.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.6: Evaluate reports based on data. ★

Standard Relation to Course: Supporting

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

MAFS.912.S-ID.1.1: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. ★

Clarifications:
- Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.2: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. ★

Clarifications:
- Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given data, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get further information they need. Mathematically proficient students explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1:

Mathematically proficient students use concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Older students learn to identify and construct domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.1.1:

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They can analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Older students learn to identify and construct domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant mathematical mathematics, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MAFS.K12.MP.6.1:

MAFS.912.S-ID.1.3: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. ★

Clarifications:
- Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.7: Clarifications:
- Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
GENERAL NOTES

Philosophy - The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2105340
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: PHILOS
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Course Length: Semester (S)
Course Level: 2

Educator Certifications

History (Grades 6-12)
Humanities (Elementary and Secondary Grades K-12)
Social Science (Grades 6-12)
## Philosophy (#2105340) 2022 - 2023

### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.5:</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.3.1:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Evaluate the significance and outcome of landmark Supreme Court cases.</td>
</tr>
<tr>
<td>SS.912.C.3.15:</td>
<td>Examine how power and responsibility are distributed, shared, and limited by the Constitution.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
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<tr>
<td>SS.912.G.2.1:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Use geographic terms and processes that contribute to the difference between developing and developed regions of the world.</td>
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<tr>
<td></td>
<td>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Use geographic terms and processes that contribute to the difference between developing and developed regions of the world.</td>
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<td></td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
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<td>SS.912.G.2.3:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
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<td>SS.912.H.1.4:</td>
<td>Clarifications:</td>
</tr>
<tr>
<td>SS.912.H.2.3:</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
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<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
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<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.2.12:</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
</tr>
<tr>
<td>SS.912.W.2.13:</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.20:</td>
<td>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</td>
</tr>
<tr>
<td>SS.912.W.3.1:</td>
<td>Discuss significant people and beliefs associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2:</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.4:</td>
<td>Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</td>
</tr>
<tr>
<td>SS.912.W.4.10:</td>
<td>Identify the major contributions of individuals associated with the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.5.2:</td>
<td>Identify major causes of the Enlightenment.</td>
</tr>
<tr>
<td>SS.912.W.5.3:</td>
<td>Summarize the major ideas of Enlightenment philosophers.</td>
</tr>
<tr>
<td>SS.912.W.5.4:</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
</tr>
<tr>
<td>SS.912.W.5.5:</td>
<td>Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</td>
</tr>
<tr>
<td>SS.912.W.6.3:</td>
<td>Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.</td>
</tr>
<tr>
<td>SS.912.W.6.4:</td>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.8.8:</td>
<td>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</td>
</tr>
<tr>
<td>SS.912.W.8.9:</td>
<td>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.8.10:</td>
<td>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</td>
</tr>
<tr>
<td>SS.912.W.9.1:</td>
<td>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</td>
</tr>
<tr>
<td>SS.912.W.9.7:</td>
<td>Describe the impact of and global response to international terrorism.</td>
</tr>
</tbody>
</table>

Mathematicians who participate in effortful learning both individually and with others:
MA.K12.MTR.1.1: Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to analyze and problem solve.

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**
- Mathematicians who assess the reasonableness of solutions:
MA.K12.MTR.6.1:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
  Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
  
Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:
- Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SL.1:
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.7:
Analyze how culture supports and challenges health beliefs, practices, and behaviors.

Clarifications:
Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
GENERAL NOTES

Philosophy - The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 2105340</th>
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<tbody>
<tr>
<td>Course Path: Sections: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Philosophy and Religion &gt; Abbreviated Title: PHILOS</td>
</tr>
<tr>
<td>Number of Credits: Half credit (.5)</td>
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<tr>
<td>Course Type: Elective Course</td>
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<tr>
<td>Course Status: State Board Approved</td>
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<td>Grade Level(s): 9,10,11,12</td>
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Educator Certifications

<table>
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<tr>
<th>History (Grades 6-12)</th>
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<td>Humanities (Elementary and Secondary Grades K-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</tbody>
</table>

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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. <strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Review different economic and philosophic ideologies. <strong>Clarifications:</strong> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.5</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td>SS.912.CG.1.2</td>
<td>Explain the influence of Enlightenment ideas on the Declaration of Independence. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td>SS.912.CG.1.3</td>
<td>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
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<tr>
<td>SS.912.CG.1.4</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
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<td>SS.912.CG.1.5</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
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<tr>
<td>SS.912.CG.3.1</td>
<td>Analyze how certain political ideologies conflict with the principles of freedom and democracy. <strong>Clarifications:</strong> Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
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<tr>
<td>SS.912.CG.3.11: Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Examples of physical characteristics are climate, terrain, resources.</td>
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</tr>
<tr>
<td>Examples of human characteristics are religion, government, economy, demography.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>SS.912.G.2.1: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.G.2.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.</th>
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<td><strong>Clarifications:</strong></td>
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<td>Examples are Jewish monotheism, the Ten Commandments, the New Testament, the Gospels, the Quran, the Hadith.</td>
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<tr>
<th>SS.912.H.3.1: Compare time measurement systems used by different cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.H.3.2: Identify the major contributions of individuals associated with the Scientific Revolution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</td>
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<table>
<thead>
<tr>
<th>SS.912.H.4.2: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Examples are the impact of the printing press, the development of the steam engine, the development of the telephone, the Internet.</td>
</tr>
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<thead>
<tr>
<th>SS.912.W.4.10: Evaluate how historians use historical inquiry and other sciences to understand the past.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Examples are the development of the scientific method, the use of comparative history, the use of primary sources.</td>
</tr>
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<tr>
<th>SS.912.W.5.2: Summarize the major ideas of Enlightenment philosophers.</th>
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<td><strong>Clarifications:</strong></td>
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<td>Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</td>
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<th>SS.912.W.5.3: Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.</th>
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<td><strong>Clarifications:</strong></td>
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<td>Examples are the development of capitalism, socialism, and communism.</td>
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<tr>
<th>SS.912.W.5.5: Identify social, moral, ethical, religious, and legal issues arising in works of arts within a culture.</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Examples are the impact of the Reformation on art, the influence of the Renaissance on art, the impact of the Enlightenment on art.</td>
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<tr>
<th>SS.912.W.6.3: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</th>
</tr>
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<td><strong>Clarifications:</strong></td>
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<th>SS.912.H.1.4: Identify major causes of the Enlightenment.</th>
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<th>SS.912.H.2.3: Describe Japan's cultural and economic relationship to China and Korea.</th>
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<td><strong>Clarifications:</strong></td>
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<td>Examples are the relationship between government and religion in Islam.</td>
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<th>SS.912.W.2.13: Summarize the major cultural, economic, political, and religious developments in medieval Japan.</th>
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<th>SS.912.W.2.22: Discuss significant people and beliefs associated with Islam.</th>
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<td><strong>Clarifications:</strong></td>
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<td>Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</td>
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<th>SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</th>
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<tr>
<th>SS.912.W.5.1: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</th>
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<th>SS.912.W.9.1: Identify the major causes of the Enlightenment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</td>
</tr>
</tbody>
</table>
| SS.912.W.6.4: | Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.  
**Clarifications:** Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws. |
| SS.912.W.8.8: | Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.  
**Clarifications:** Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru. |
| SS.912.W.8.9: | Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.  
**Clarifications:** Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War. |
| SS.912.W.8.10: | Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.  
**Clarifications:** Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project. |
| MA.K12.MTR.1.1: | Mathematics who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  
**Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  
**Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers. |
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, "Does this solution make sense? How do you know?"
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Use the accepted rules governing a specific format to create quality work.**

**ELA.K12.EE.5.1:**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Use appropriate voice and tone when speaking or writing.**

**ELD.K12.ELL.SS.1:**

**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.**

**ELD.K12.ELL.SI.1:**

**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.**

**ELA.K12.EE.4.1:**

**Clarifications:**
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**General Course Information and Notes**

**GENERAL NOTES**

**Philosophy:** The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2105340

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Philosophy and Religion >
Abbreviated Title: PHILOS

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Number of Credits:** Half credit (.5)

**Grade Level(s):** 9,10,11,12
## Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
<th>Grade Range</th>
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<tr>
<td>History</td>
<td>Grades 6-12</td>
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<tr>
<td>Humanities</td>
<td>Elementary and Secondary Grades K-12</td>
</tr>
<tr>
<td>Social Science</td>
<td>Grades 6-12</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
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<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Analyze various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Evaluate the influence of American foreign policy on other nations and assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use secondary sources to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Evaluate the significance and outcomes of landmark Supreme Court cases.</td>
</tr>
<tr>
<td>SS.912.A.2.3:</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.2.6:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.2.7:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Utilize primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.C.1.1:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLOE End-of-Course (EOC) Assessments webpage and the FLOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.6:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLOE End-of-Course (EOC) Assessments webpage and the FLOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.7:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLOE End-of-Course (EOC) Assessments webpage and the FLOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.8:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLOE End-of-Course (EOC) Assessments webpage and the FLOE Social Studies webpage.</td>
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<tr>
<td>SS.912.C.1.9:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLOE End-of-Course (EOC) Assessments webpage and the FLOE Social Studies webpage.</td>
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<tr>
<td>SS.912.C.1.10:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLOE End-of-Course (EOC) Assessments webpage and the FLOE Social Studies webpage.</td>
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<tr>
<td>SS.912.C.1.11:</td>
<td>Clarifications: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLOE End-of-Course (EOC) Assessments webpage and the FLOE Social Studies webpage.</td>
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<tr>
<td>Standards</td>
<td>Description</td>
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<tr>
<td>SS.912.H.3.1</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.5</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.2.13</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.20</td>
<td>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</td>
</tr>
<tr>
<td>SS.912.W.2.22</td>
<td>Describe Japan's cultural and economic relationship to China and Korea.</td>
</tr>
<tr>
<td>SS.912.W.3.1</td>
<td>Discuss significant people and beliefs associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.4</td>
<td>Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</td>
</tr>
<tr>
<td>SS.912.W.4.14</td>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.5.2</td>
<td>Identify major causes of the Enlightenment.</td>
</tr>
<tr>
<td>SS.912.W.5.3</td>
<td>Summarize the major ideas of Enlightenment philosophers.</td>
</tr>
<tr>
<td>SS.912.W.5.4</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
</tr>
<tr>
<td>SS.912.W.6.4</td>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.7.10</td>
<td>Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.</td>
</tr>
<tr>
<td>SS.912.W.8.6</td>
<td>Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</td>
</tr>
<tr>
<td>SS.912.W.9.3</td>
<td>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</td>
</tr>
<tr>
<td>SS.912.W.9.7</td>
<td>Describe the impact of and global response to international terrorism.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.3</td>
<td>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.5</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.6</td>
<td>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.7</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.8</td>
<td>Assess the extent to which the reasoning and evidence in a text support the author's claims.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.9</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
<tr>
<td>LAFS.910.RH.4.10</td>
<td>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LAFS.910.SL.1.1: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.SL.1.1: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.SL.2.5: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the credibility and significance of the sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.SL.2.6: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

LAFS.910.SL.2.7: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

LAFS.910.SL.2.8: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.SL.2.9: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, and rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.8: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

MAFS.912.S.IC.2.3: Represent data with plots on the real number line (dot plots, histograms, and box plots).

Standard Relation to Course: Supporting

MAFS.912.S.IC.2.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Standard Relation to Course: Supporting

MAFS.912.S.IC.2.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Standard Relation to Course: Supporting

MAFS.912.S.IC.2.6: Evaluate reports based on data.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.1: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Clari...
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.3**: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.912.S-ID.1.4**: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.912.S-ID.1.3**: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.912.S-ID.1.3**: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.912.C.2.7**: Clarifications:

Various cultures’ dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

**MAFS.912.C.2.7**: English language learners communicate for social and instructional purposes within the school setting.

**MAFS.912.C.2.7**: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**MAFS.912.C.2.7**: Analyze how culture supports and challenges health beliefs, practices, and behaviors.

**MAFS.912.C.2.7**: General Course Information and Notes

**GENERAL NOTES**

**Ethics**: The grade 9-12 Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

**Mathematics Benchmark Guidance**: Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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### GENERAL INFORMATION

**Course Number:** 2105350

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

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### Educator Certifications

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<tr>
<th>Subject/Grade</th>
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<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</tr>
<tr>
<td>Humanities (Elementary and Secondary Grades K-12)</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history. Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Review different economic and philosophic ideologies. <strong>Clarifications:</strong> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.11</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.2.4</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <strong>Clarifications:</strong> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>SS.912.C.2.9</td>
<td>Monitor current public issues in Florida. <strong>Clarifications:</strong> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.10</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. <strong>Clarifications:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.2.13</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td>SS.912.C.4.2</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. Assess human rights policies of the United States and other countries. <strong>Clarifications:</strong> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.4.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.2.3</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.H.1.4</td>
<td>Conduct an extensive research study using a variety of primary and secondary sources to develop an essay or presentation on a historical topic. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.H.2.3</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <strong>Clarifications:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
</tbody>
</table>
SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Compare time measurement systems used by different cultures.

**Clariﬁcations:** Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

**Clariﬁcations:** Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

**Clariﬁcations:** Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

**Clariﬁcations:** Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

**Clariﬁcations:** Examples are ethnic, cultural, personal, national, religious.

SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

**Clariﬁcations:** Examples are Islamic law, the relationship between government and religion in Islam.

SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.

**Clariﬁcations:** Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.


SS.912.W.3.1: Describe signiﬁcant people and beliefs associated with Islam.

**Clariﬁcations:** Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.3: Compare the expansion of Islam into India and the relationship between Muslims and Hindus.

SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.5.2: Identify major causes of the Enlightenment.

**Clariﬁcations:** Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.

SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

**Clariﬁcations:** Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.9.3: Describe the impact of and global response to international terrorism.

**Clariﬁcations:** Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

**Clariﬁcations:** Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**MA.K12.MTR.1.1:** Demonstrate understanding by representing problems in multiple ways.

**Examples:** Build understanding through modeling and using manipulatives.

**Examples:** Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
**MA.K12.MTR.2.1:**
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

### Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

### Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### General Course Information and Notes

**Ethics** - The grade 9-12 Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

**Course Number:** 2105350

**Course Path:**

Course > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion >

Abbreviated Title: ETHICS

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Course Length:** Semester (S)

**Course Level:** 2

**Educator Certifications**

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<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totallfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totallfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Review different economic and philosophic ideologies. <strong>Clarifications:</strong> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 45-46. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
| SS.912.CG.2.4 | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
- Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).  
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
- Students will explain how different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
| SS.912.CG.2.6 | Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.  
- Students will explain how different groups of people (e.g., African Americans, Immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).  
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights. |
| SS.912.CG.2.11 | Evaluate political communication for bias, factual accuracy, omission and emotional appeal.  
- Students will compare the reporting on the same political event or issue from multiple perspectives.  
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).  
- Students will discuss the historical impact of political communication on American political process and public opinion.  
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. |
| SS.912.CG.2.12 | Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.  
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.  
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.  
- Students will analyze public policy solutions related to local, state and national issues. |
| SS.912.CG.3.11 | Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.  
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).  
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.  
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments. |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.CG.4.2</td>
<td>Students will explain how the policies of other nations influence U.S. policy and society.</td>
</tr>
<tr>
<td>SS.912.CG.4.3</td>
<td>Students will explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.H.1.4</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td>SS.912.H.2.3</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
</tr>
<tr>
<td>SS.912.H.3.1</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.1</td>
<td>Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Students will explain how the United States uses foreign policy to influence other nations.</td>
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<tr>
<td>SS.912.W.1.3</td>
<td>Students will explain how the United States uses foreign policy to influence other nations.</td>
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<tr>
<td>SS.912.W.1.4</td>
<td>Students will explain how the United States uses foreign policy to influence other nations.</td>
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<tr>
<td>SS.912.W.1.5</td>
<td>Students will explain how the United States uses foreign policy to influence other nations.</td>
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<tr>
<td>SS.912.W.1.6</td>
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<td>SS.912.W.2.13</td>
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<tr>
<td>SS.912.W.4.14</td>
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<tr>
<td>SS.912.W.5.2</td>
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<tr>
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<tr>
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<tr>
<td>SS.912.W.6.4</td>
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<tr>
<td>SS.912.W.7.10</td>
<td>Students will explain how the United States uses foreign policy to influence other nations.</td>
</tr>
<tr>
<td>SS.912.W.8.6</td>
<td>Students will explain how the United States uses foreign policy to influence other nations.</td>
</tr>
</tbody>
</table>
### Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

**Examples are prejudice, racism, stereotyping, economic competition.**

### Describe the impact of and global response to international terrorism.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**

- Use patterns and structure to help understand and connect mathematical concepts.
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Complete tasks with mathematical fluency.
- Use feedback to improve efficiency when performing calculations.
- Adapt procedures to apply them to a new context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Choose a representation based on the given context or purpose.
- Recognize the efficiency of a method to those expressed by others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Express connections between concepts and representations.
- Show students that various representations can have different purposes and can be useful in different situations.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Construct possible arguments based on evidence.
- Justify results by explaining methods and processes.
- Choose a representation based on the given context or purpose.

**Mathematicians who complete tasks with mathematical fluency:**

- Select efficient and appropriate methods for solving problems within the given context.
- Complete tasks accurately and with confidence.
- Construct possible arguments based on evidence.
- Show students that various representations can have different purposes and can be useful in different situations.

**Mathematicians who participate in effortful learning both individually and with others:**

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Teachers who encourage students to participate actively in effortful learning both individually and with others:**

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:**

- Help students make connections between concepts and representations.
- Provide opportunities for students to practice efficient and generalizable methods.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Teachers who encourage students to complete tasks with mathematical fluency:**

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to participate in effortful learning both individually and with others.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:**

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:**

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**MA.K12.MTR.6.1:**

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**

Read and comprehend grade-level complex texts proficiently.

**ELA.K12.EE.3.1:**

Students make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.5.1:**

Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.6.1:**

Use appropriate voice and tone when speaking or writing.

**ELD.K12.ELL.SI.1:**

English language learners communicate for social and instructional purposes within the school setting.
General Course Information and Notes

GENERAL NOTES

Ethics - The grade 9-12 Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2105350
Course Path: Section: Grades PreK to 12 Education
Courses: Grade Group: Grades 9 to 12 and Adult
Education Courses: Subject: Social Studies
SubSubject: Philosophy and Religion
Abbreviated Title: ETHICS
Course Length: Semester (S)
Course Level: 2
Grade Level(s): 9,10,11,12

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
Humanities (Elementary and Secondary Grades K-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.3.10:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.A.7.5:</td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
</tr>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1:</td>
<td>Analyze the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.3.1:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.3.2:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.4.1:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.5.1:</td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.C.6.1:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.7.1:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
</tr>
<tr>
<td>SS.912.C.8.1:</td>
<td>Clarifications: Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
</tr>
<tr>
<td>SS.912.C.9.1:</td>
<td>Clarifications: Examples include registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.912.C.10.1:</td>
<td>Clarifications: Examples may include e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
</tr>
<tr>
<td>SS.912.C.11.1:</td>
<td>Clarifications: Examples may include the use of traditional media, social media, and digital platforms for campaigning and communicating with constituents.</td>
</tr>
<tr>
<td>SS.912.C.12.1:</td>
<td>Clarifications: Examples include speech, search and seizure, religion, gun possession.</td>
</tr>
<tr>
<td>SS.912.C.13.1:</td>
<td>Clarifications: Examples may include evaluating the impact of citizen participation on political outcomes.</td>
</tr>
<tr>
<td>SS.912.C.14.1:</td>
<td>Clarifications: Examples may include analyzing the role of public opinion in shaping policy.</td>
</tr>
<tr>
<td>SS.912.C.15.1:</td>
<td>Clarifications: Examples may include examining the impact of citizen participation on political outcomes.</td>
</tr>
<tr>
<td>Task</td>
<td>Clarifications</td>
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<tr>
<td>Contrast how the Constitution safeguards and limits individual rights.</td>
<td>Examples are education, transportation, crime prevention, funding of services.</td>
</tr>
<tr>
<td>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
<td>Examples are Anthropology, Economics, Geography, Forensic Chemistry, Political Science, Physics.</td>
</tr>
<tr>
<td>Examine how power and responsibility are distributed, shared, and limited by the Constitution.</td>
<td>Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.</td>
</tr>
<tr>
<td>Explain how the world's nations are governed differently.</td>
<td>Examples are the Council of Trent, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</td>
</tr>
<tr>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
<td>Examples are Wycliffe, Hus and Erasmus and their impact on later reformers.</td>
</tr>
<tr>
<td>Assess human rights policies of the United States and other countries.</td>
<td>Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</td>
</tr>
<tr>
<td>Evaluate the role of history in shaping identity and character.</td>
<td>Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</td>
</tr>
<tr>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
<td>Examples are the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
</tr>
<tr>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
<td>Examples are scientific, technological, and religious developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
<td>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</td>
</tr>
<tr>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
<td>Discuss significant people and beliefs associated with Islam.</td>
</tr>
<tr>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
<td>Examples are the achievements, contributions, and key figures associated with the Islamic Golden Age.</td>
</tr>
<tr>
<td>Identify major causes of the Enlightenment.</td>
<td>Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</td>
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<tr>
<td>Identify major causes of the Enlightenment.</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
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<tr>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
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<tr>
<td>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</td>
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<tr>
<td>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</td>
<td>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
</tr>
<tr>
<td>Identify major contributions of individuals associated with the Scientific Revolution.</td>
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</tr>
<tr>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
<td>Identify major causes of the Enlightenment.</td>
</tr>
<tr>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
<td>Summarize the major ideas of Enlightenment philosophers.</td>
</tr>
</tbody>
</table>
Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Explain the 20th century background for the establishment of the modern organization, development, substance, and style are appropriate to purpose, audience, and task.

Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Describe the causes and effects of twentieth century nationalist conflicts.

Describe the impact of and global response to international terrorism.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

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Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include format (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.1.2:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6:

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9:

Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.4.10:

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.912.S-ID.1.4:

Use the mean and standard deviation of a data set to fit it to a normal distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.2:

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

MAFS.912.S-ID.1.3:

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

MAFS.912.S-ID.1.1:

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from
MAFS.K12.MP.3.1: which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

ATTEND TO PRECISION.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give precise calculations, but as they develop the ability they are always supposed to be thinking about the sense of their results. In this way, they achieve precision even without calculations.

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

General Course Information and Notes

**GENERAL NOTES**

The learner, building on the foundations of Philosophy, Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance:** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes: Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
GENERAL INFORMATION

Course Number: 2105355
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: PHILOS HON ETHICS
Course Length: Year (Y)
Course Attributes:
- Honors
Course Level: 3

Educator Certifications

Social Science (Grades 6-12)
### Philosophy Honors: Ethics (#2105355) 2022 - 2023

#### Course Standards

<table>
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<th>Name</th>
<th>Description</th>
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| SS.912.A.3.10: | Review different economic and philosophic ideologies.  
**Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.5: | Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.  
**Clarifications:** Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.C.1.1: | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| SS.912.C.1.2: | Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights. |
| SS.912.C.1.3: | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| SS.912.C.1.4: | Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights. |
| SS.912.C.1.5: | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| SS.912.C.2.1: | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. |
| SS.912.C.2.2: | Evaluate the importance of political participation and civic participation.  
**Clarifications:** Experience the responsibilities of citizens at the local, state, or federal levels. |
| SS.912.C.2.3: | Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. |
| SS.912.C.2.4: | Explain why rights have limits and are not absolute. |
| SS.912.C.2.5: | Analyze the impact of citizen participation as a means of achieving political and social change.  
**Clarifications:** Examples are speech, search and seizure, religion, gun possession. |
| SS.912.C.2.6: | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. |
| SS.912.C.2.7: | Explain the changing roles of television, radio, press, and Internet in political communication. |
| SS.912.C.2.8: | Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.  
**Clarifications:** Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media. |
| SS.912.C.2.9: | Monitor current public issues in Florida.  
**Clarifications:** Examples are On-line Sunshine, media, e-mails to government officials, political text messaging. |
| SS.912.C.2.10: | Analyze the processes and results of an election at the state or federal level. |
| SS.912.C.2.11: | Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.C.2.12: | Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights. |
| SS.912.C.2.13: | Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.  
| SS.912.C.3.10: | Evaluate the significance and outcomes of landmark Supreme Court cases.  
| SS.912.C.3.11: | Contrast how the Constitution safeguards and limits individual rights. |
| SS.912.C.3.13: | Clarifications: Examples are education, transportation, crime prevention, funding of services. |
| SS.912.C.3.14: | Examine constitutional powers (expressed, implied, concurrent, reserved). |
| SS.912.C.3.15: | Examine how power and responsibility are distributed, shared, and limited by the Constitution. |
| SS.912.C.4.1: | Explain how the world's nations are governed differently. |
| SS.912.C.4.2: | Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. |
| SS.912.C.4.3: | Assess human rights policies of the United States and other countries. |
| SS.912.G.1.1: | Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. |
| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts. |
| SS.912.H.2.3: | Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications. |
| SS.912.H.2.4: | Examine the effects that works in the arts have on groups, individuals, and cultures. |
| SS.912.H.3.2: | Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. |
| SS.912.W.1.1: | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.3: | Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.W.1.4: | Clarifications: Examples are artifacts, images, auditory and written sources. |
| SS.912.W.1.5: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |
| SS.912.W.1.6: | Clarifications: Examples are ethnic, cultural, personal, national, religious. |
| SS.912.W.2.12: | Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power. |
| SS.912.W.2.13: | Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe. |
| SS.912.W.3.1: | Discuss significant people and beliefs associated with Islam. |
| SS.912.W.3.2: | Clarifications: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam. |
| SS.912.W.3.5: | Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. |
| SS.912.W.4.5: | Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution. |
| SS.912.W.4.7: | Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers. |
| SS.912.W.4.8: | Clarifications: Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism. |
| SS.912.W.4.9: | Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. |
| SS.912.W.4.10: | Identify the major contributions of individuals associated with the Scientific Revolution. |
| SS.912.W.4.14: | Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas. |
| SS.912.W.5.2: | Identify major causes of the Enlightenment. |
| SS.912.W.5.3: | Clarifications: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism. |
| SS.912.W.5.3: | Summarize the major ideas of Enlightenment philosophers. |
### SS.912.W.5.5:
Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

### SS.912.W.6.3:
Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

### SS.912.W.6.6:
**Clarifications:**
Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.

### SS.912.W.7.10:
Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

### SS.912.W.8.6:
Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

### SS.912.W.8.8:
**Clarifications:**
Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru.

### SS.912.W.8.9:
Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

### SS.912.W.8.10:
**Clarifications:**
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

### SS.912.W.9.1:
Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

### SS.912.W.9.3:
**Clarifications:**
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

### SS.912.W.9.7:
Describe the impact of and global response to international terrorism.

### MA.K12.MTR.1.1:
**Teachers who encourage students to complete tasks with mathematical fluency:**
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.2.1:
**Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:**
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
**Teachers who encourage students to develop perseverance in students by modifying methods as needed while solving a challenging task:**
- Help and support each other when attempting a new method or approach.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Build perseverance by modifying methods needed while solving a challenging task.
- Ask questions that will help with solving the task.
- Analyze the problem in a way that makes sense given the task.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Use feedback to improve efficiency when performing calculations.
- Adapt procedures to apply them to a new context.

### MA.K12.MTR.4.1:
**Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:**
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.
- Help and support each other when attempting a new method or approach.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Build perseverance by modifying methods needed while solving a challenging task.
- Ask questions that will help with solving the task.
- Analyze the problem in a way that makes sense given the task.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Use feedback to improve efficiency when performing calculations.
- Adapt procedures to apply them to a new context.
Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.
General Course Information and Notes

GENERAL NOTES

The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes: Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
Course Number: 2105355

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9, 10, 11, 12

Educator Certifications

Social Science (Grades 6-12)
<table>
<thead>
<tr>
<th><strong>Course Standards</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS.912.A.3.10:</strong></td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
<tr>
<td><strong>SS.912.A.7.5:</strong></td>
<td>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</td>
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<tr>
<td><strong>SS.912.A.10:</strong></td>
<td>Explain the influence of Enlightenment ideas on the Declaration of Independence.</td>
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<td></td>
<td>Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</td>
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<tr>
<td></td>
<td>Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</td>
</tr>
<tr>
<td></td>
<td>Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</td>
</tr>
<tr>
<td><strong>SS.912.CG.2.1:</strong></td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</td>
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<tr>
<td></td>
<td>Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</td>
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<td></td>
<td>Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</td>
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<td>Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</td>
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<td></td>
<td>Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</td>
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<tr>
<td><strong>SS.912.CG.2.2:</strong></td>
<td>Analyze how the ideas and principles expressed in the founding documents shape America as a constitutional republic.</td>
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<tr>
<td></td>
<td>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</td>
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<td>Students will evaluate how the documents are connected to one another.</td>
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<td>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
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<tr>
<td><strong>SS.912.CG.2.3:</strong></td>
<td>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td></td>
<td>Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods.</td>
</tr>
</tbody>
</table>
during wartime, enactment of the Patriot Act).
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

Analyze contemporary and historical examples of government-imposed restrictions on rights.
- Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).
- Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
- Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

Evaluate the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will identify historical examples of interest groups, media and individuals influencing public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

Explain the process and procedures of elections at the state and national levels.
- Students will identify the different primary formats and how political parties nominate candidates using primaries.
- Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).
- Students will explain the process by which candidates register to be part of state and national elections.
- Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).
- Students will evaluate the role of debates in elections.

Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

Analyze the influence and effects of various forms of media and the internet in political communication.
- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republican, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

Explain how the U.S. Constitution safeguards and limits individual rights.
- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other
### SS.912.CG.3.12:
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.
- Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

### SS.912.CG.3.15:
- Explain how citizens are affected by the local, state and national governments.
- Students will identify local government officials and employees who affect the daily lives of citizens.
- Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
- Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.
- Students will explain how government at all levels impacts the daily lives of citizens.

### SS.912.CG.3.16:
- Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

### SS.912.CG.4.1:
- Explain how the United States uses foreign policy to influence other nations.
- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

### SS.912.CG.4.2:
- Analyze how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

### SS.912.CG.4.3:
- Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh.

### SS.912.H.1.4:
- Clarifications: Examples are religious, cultural, personal, national, social.

### SS.912.H.2.3:
- Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.H.2.4:
- Clarifications: Examples are artifacts, images, auditory and written sources.

### SS.912.H.3.2:
- Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh.

### SS.912.W.1.1:
- Use timelines to establish cause and effect relationships of historical events.
- Clarifications: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

### SS.912.W.1.4:
- Clarifications: Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

### SS.912.W.2.12:
- Discuss significant people and beliefs associated with Islam.
- Clarifications: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

### SS.912.W.3.1:
- Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.5: Clarifications:
Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.

SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

SS.912.W.4.9: Clarifications:
Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.

SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.5.2: Clarifications:
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.

SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

SS.912.W.6.6: Clarifications:
Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.

SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.8.8: Clarifications:
Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.

SS.912.W.8.9: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

SS.912.W.8.10: Clarifications:
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.3: Clarifications:
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

SS.912.W.9.8: Clarifications:
Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

MA.K12.MTR.1.1: Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
### MA.K12.MTR.2.1: Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

<table>
<thead>
<tr>
<th>Choose a representation based on the given context or purpose.</th>
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</thead>
<tbody>
<tr>
<td>Complete tasks with mathematical fluency.</td>
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<tr>
<td>Mathematics who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<tr>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>- Adapt procedures to apply them to a new context.</td>
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<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or
### MA.K12.MTR.7.1:

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### ELA.K12.F.1.1:

**Clarifications:**
- Students engage in collaborative conversations discussing claims and justifying their reasoning, refining and applying skills.
- Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.F.1.2:

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced.
- Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.
- Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.F.1.3:

**Clarifications:**
- Students include textual evidence in their written and oral communication.
- Students should name the text when they refer to it. In kindergarten and 1st grade, students learn the difference between quoting, paraphrasing, or using information.
- When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- The evidence can consist of details from the text without naming the text.
- During 1st grade, students learn how to incorporate the evidence in their writing.
- In 2nd grade, students should use a combination of direct and indirect citations.

### ELA.K12.F.1.4:

**Clarifications:**
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because _______."
- The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.

### ELA.K12.F.1.5:

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.
- A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.F.1.6:

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### ELD.K12.FL.1.1:

**Clarifications:**
- English language learners communicate for social and instructional purposes within the school setting.

### ELD.K12.FL.5.5.1:

**Clarifications:**
- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

### HE.912.C.2.7:

**Clarifications:**
- Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Various cultures’ dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

### General Course Information and Notes

**GENERAL NOTES**

The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes: Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

**Course Number:** 2105355

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: PHILOS HON ETHICS

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Length:** Year (1)

**Course Attributes:**
- Honors

**Course Level:** 3

### Educator Certifications

**Social Science (Grades 6-12)**
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

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GENERAL INFORMATION

**Course Number:** 2105860

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: IB PHILOSOPHY 1

**Course Length:** Year (Y)

**Course Attributes:**
- International Baccalaureate (IB)

**Course Level:** 3
# Course Standards

<table>
<thead>
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<th>Name</th>
<th>Description</th>
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| **MA.K12.MTR.1.1:** | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| **MA.K12.MTR.3.1:** | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| **MA.K12.MTR.4.1:** | Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.  

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem. |
MA.K12.MTR.5.1:

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
ELA.K12.EE.5.1: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

**GENERAL NOTES**

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

*Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).*

**GENERAL INFORMATION**

- **Course Number:** 2105860
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: IB PHILOSOPHY 1
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** State Board Approved
- **Grade Level(s):** 9,10,11,12
- **Course Length:** Year (Y)
- **Course Attributes:**
  - International Baccalaureate (IB)
- **Course Level:** 3
International Baccalaureate Philosophy
2 (#2105870) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 2105870

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: IB PHILOSOPHY 2

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).

GENERAL INFORMATION

Course Number: 2105875

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses
Subject: Social Studies
SubSubject: Philosophy and Religion
Abbreviated Title: IB PHILOSOPHY 3

Number of Credits: One (1) credit

Course Type: Elective Course
Course Status: Course Approved

Course Length: Year (Y)
Course Attributes:
  - International Baccalaureate (IB)

Course Level: 3
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2105880
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: IB WORLD RELIGIONS 1
Course Length: Year (Y)
Course Attributes:
- International Baccalaureate (IB)
Course Level: 3

Educator Certifications

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<td>Humanities (Elementary and Secondary Grades K-12)</td>
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General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2105890

Number of Credits: One (1) credit

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: IB WORLD RELIGIONS 2
Course Length: Year (Y)
Course Attributes:
- International Baccalaureate (IB)
Course Level: 3

Educator Certifications

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<td>SS.912.C.3.9:</td>
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SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.3.10: Clarifications:

SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.12: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.C.3.13: Clarifications:
Examples are education, transportation, crime prevention, funding of services.

SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).

SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.4.1: Clarifications:
Explain how the world's nations are governed differently.

SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3: Clarifications:
Assess human rights policies of the United States and other countries.

SS.912.C.4.4: Compare indicators of democratization in multiple countries.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.5.5: Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2: Evaluate the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.1.3: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LAFS.1112.RH.2.4: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LAFS.1112.RH.2.5: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LAFS.1112.RH.2.6: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

LAFS.1112.RH.4.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.RH.4.10: Clarifications:
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.1112.RH.4.10: a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LAFS.1112.RH.4.10: b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LAFS.1112.RH.4.10: c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LAFS.1112.RH.4.10: d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.RH.4.10: e. Propose and participate in locating, evaluating, and using external information sources to respond to the task or solve the problem (e.g., by accessing multimedia for research and reference)."
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.WHST.3.8: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.1112.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MAFS.K12.S-ID.1.3: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

MAFS.K12.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state, and national level, and the political decision-making process.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes:

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in
GENERAL INFORMATION

**Course Number:** 2106310

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9, 10, 11, 12

**Graduation Requirement:** United States Government

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >

**Abbreviated Title:** US GOVT

**Course Length:** Semester (S)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

Educator Certifications

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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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**Course Standards**

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<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
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<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
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<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
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<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<tr>
<td>SS.912.C.2.1:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
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<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<td>SS.912.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
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<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<td>SS.912.C.2.5:</td>
<td>Conduct a service project to further the public good.</td>
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<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<td>SS.912.C.2.7:</td>
<td>Explain why rights have limits and are not absolute.</td>
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<td>SS.912.C.2.8:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
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<td>SS.912.C.2.9:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida.</td>
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<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
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<td>SS.912.C.2.12:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
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<td>SS.912.C.2.13:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<tr>
<td>SS.912.C.2.14:</td>
<td>Evaluate the processes and results of an election at the state or federal level.</td>
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<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<td>SS.912.C.2.16:</td>
<td>Analyze trends in voter turnout.</td>
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<tr>
<td>SS.912.C.3.1:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
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<td>SS.912.C.3.2:</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
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<td>SS.912.C.3.3:</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
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<td>SS.912.C.3.4:</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
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<td>SS.912.C.3.5:</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
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<tr>
<td>SS.912.C.3.6:</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
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<td>SS.912.C.3.7:</td>
<td>Describe the role of judicial review in American constitutional government.</td>
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<td>SS.912.C.3.8:</td>
<td>Compare the role of judges on the state and federal level with other elected officials.</td>
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<tr>
<td>SS.912.C.3.9:</td>
<td>Examples are decisions based on the law vs. will of the majority.</td>
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Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.

Clariﬁcations:

Contrast how the Constitution safeguards and limits individual rights.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Mathematicians who participate in eﬀortful learning both individually and with others:
• Analyze the problem in a way that makes sense given the task.
• Ask questions that will help with solving the task.
• Build perseverance by modifying methods as needed while solving a challenging task.
• Stay engaged and maintain a positive mindset when working to solve tasks.
• Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in eﬀortful learning both individually and with others:
• Cultivate a community of growth mindset learners.
• Foster perseverance in students by choosing tasks that are challenging.
• Develop students’ ability to analyze and problem solve.
• Recognize students’ eﬀort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
• Build understanding through modeling and using manipulatives.
• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
• Progress from modeling problems with objects and drawings to using algorithms and equations.
• Express connections between concepts and representations.
• Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
• Help students make connections between concepts and representations.
• Provide opportunities for students to use manipulatives when investigating concepts.
• Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in diﬀerent situations.

Complete tasks with mathematical ﬂuency.
Mathematicians who complete tasks with mathematical ﬂuency:
• Select eﬃcient and appropriate methods for solving problems within the given context.
• Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
• Complete tasks accurately and with conﬁdence.
• Adapt procedures to apply them to a new context.
• Use feedback to improve eﬃciency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical ﬂuency:
• Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve eﬃciently and accurately.
• Offer multiple opportunities for students to practice eﬃcient and generalizable methods.
• Provide opportunities for students to reﬂect on the method they used and determine if a more eﬃcient method could have been used.

Engage in discussions that reﬂect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods eﬀectively.
• Analyze the mathematical thinking of others.
• Compare the eﬃciency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.

- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
### General Course Information and Notes

**GENERAL NOTES**

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics, and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state, and national level, and the political decision-making process.

**Special Notes:**

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations


**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMSDocument&DocID=339](http://www.fasa.net/4DCGI/cms/review.html?Action=CMSDocument&DocID=339). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
Educator Certifications

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## Course Standards

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| SS.912.CG.1.1: | Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.  
- Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)). |
| SS.912.CG.1.2: | Explain the influence of Enlightenment ideas on the Declaration of Independence.  
- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.  
- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.  
- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| SS.912.CG.1.3: | Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.  
- Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.  
- Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights. |
| SS.912.CG.1.4: | Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.  
- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.  
- Students will evaluate how the documents are connected to one another.  
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14. No. 31, No. 39, No. 51) and the U.S. Constitution.  
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| SS.912.CG.1.5: | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
- Students will explain how the structure and function of the U.S. government reflects these political principles.  
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.2.1: | Explain the constitutional provisions that establish and affect citizenship.  
- Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).  
- Students will compare birthright citizenship, permanent residency and naturalization in the United States.  
- Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). |
| SS.912.CG.2.2: | Explain the importance of political and civic participation to the success of the United States’ constitutional republic.  
- Students will discuss various ways in which U.S. citizens can exercise political and civic participation.  
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).  
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). |
| SS.912.CG.2.3: | Explain the responsibilities of citizens at the local, state and national levels.  
- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).  
- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).  
- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. |
| SS.912.CG.2.4: | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
- Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).  
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
| SS.912.CG.2.5: | Analyze contemporary and historical examples of government-imposed restrictions on rights.  
- Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).  
- Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). |
Students will describe the impeachment process. Describe how independent regulatory agencies interact with the three branches of government and with citizens.
SS.912.CG.3.5: Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
• Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

SS.912.CG.3.6: Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.
• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
• Students will explain how reserved powers define issues as matters for the people or the state governments.
• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.

SS.912.CG.3.7: Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
• Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
• Students will describe the role of the Supreme Court and lesser federal courts.
• Students will explain what Article III says about judicial tenure, appointment and salaries.
• Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

SS.912.CG.3.8: Describe the purpose and function of judicial review in the American constitutional government.
• Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
• Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

SS.912.CG.3.9: Compare the role of state and federal judges with other elected officials.
• Students will compare the ways state and federal judges are appointed compared to other elected officials.
• Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
• Students will compare the decision-making process of judges compared to other political figures.

SS.912.CG.3.10: Analyze the levels and responsibilities of state and federal courts.
• Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
• Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
• Students will contrast the differences among civil trials and criminal trials at the state level.
• Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

SS.912.CG.3.11: Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
• Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McGillicuddy v. Maryland; Dred Scott v. Sandford; Piessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
• Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
• Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.CG.3.12: Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
• Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
• Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
• Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
• Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

SS.912.CG.3.13: Explain how issues between Florida, other states and the national government are resolved.
• Students will explain the concept of federalism as it applies to each issue.
• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

SS.912.CG.3.14: Explain the judicial decision-making process in interpreting law at the state and national levels.
• Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
• Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
• Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

SS.912.CG.3.15: Explain how citizens are affected by the local, state and national governments.
• Students will identify local government officials and employees who affect the daily lives of citizens.
• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.
• Students will explain how government at all levels impacts the daily lives of citizens.

SS.912.CG.4.1: Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

SS.912.CG.4.2: Explain how the United States uses foreign policy to influence other nations.
• Students will explain how the policies of other nations influence U.S. policy and society.
• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
• Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Peace Corps).
Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).

Students will explain the U.S. response to international conflicts.

**SS.912.CG.4.3:** Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.CG.4.4:** Identify indicators of democratization in foreign countries.
- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

**SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.
- Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

**MA.K12.MTR.1.1:** Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:** Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

### Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:** Complete tasks with mathematical fluency.
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### Clarifications:
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:** Engage in discussions that reflect on the mathematical thinking of self and others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### Clarifications:
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:** Use patterns and structure to help understand and connect mathematical concepts.
- Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
MA.K12.MTR.5.1:
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Mathematics who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematics who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
- Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Clarifications:
Use the accepted rules governing a specific format to create quality work.
General Course Information and Notes

VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

GENERAL NOTES

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

Special Notes:

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
Educator Certifications

- Political Science (Grades 6-12)
- History (Grades 6-12)
- Social Science (Grades 6-12)
Course Standards

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<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
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<td>Explain why rights have limits and are not absolute.</td>
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<td>Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
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<td>SS.912.C.18:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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<td>SS.912.C.20:</td>
<td>Monitor current public issues in Florida.</td>
</tr>
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<td>SS.912.C.21:</td>
<td>Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
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<td>SS.912.C.22:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
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<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
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<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<td>SS.912.C.25:</td>
<td>Clarifications: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
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<td>SS.912.C.26:</td>
<td>Evaluate the processes and results of an election at the state or federal level.</td>
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<td>SS.912.C.27:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<td>SS.912.C.29:</td>
<td>Clarifications: Examples are youth voter turnout, issue-based voting.</td>
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<td>SS.912.C.30:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
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<td>SS.912.C.31:</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
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<td>SS.912.C.32:</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
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<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
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<td>SS.912.C.34:</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
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<td>SS.912.C.35:</td>
<td>Clarifications: Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</td>
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<td>SS.912.C.36:</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
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<td>SS.912.C.37:</td>
<td>Describe the role of judicial review in American constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.38:</td>
<td>Compare the role of judges on the state and federal level with other elected officials.</td>
</tr>
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Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Mathematically proficient students make sense of problems and persevere in solving them.

Mathematically proficient students use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Make sense of problems and persevere in solving them.

Mathematically proficient students make sense of problems and persevere in solving them. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships; graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve
Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they may know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

**Course Number:** 2106315  
**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >  
**SubSubject:** Political Sciences >  
**Abbreviated Title:** US GOVT CR  
**Course Length:** Credit Recovery (R)  
**Course Level:** 2  
**Number of Credits:** Half credit (.5)  
**Course Type:** Credit Recovery  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12

### Educator Certifications

| Political Science (Grades 6-12) |  
| History (Grades 6-12) |  
| Social Science (Grades 6-12) |
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<td>Analyze the impact of citizen participation as a means of achieving political and social change. <strong>Clarifications:</strong> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
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<tr>
<td>SS.912.C.2.9:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <strong>Clarifications:</strong> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida. <strong>Clarifications:</strong> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
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<tr>
<td>SS.912.C.2.12:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication. <strong>Clarifications:</strong> Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td>SS.912.C.2.13:</td>
<td>Analyze the processes and results of an election at the state or federal level. <strong>Clarifications:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.2.14:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. <strong>Clarifications:</strong> Analyze trends in voter turnout. Examples are youth voter turnout, issue-based voting.</td>
</tr>
<tr>
<td>SS.912.C.3.1:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
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<tr>
<td>SS.912.C.3.2:</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
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<tr>
<td>SS.912.C.3.3:</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
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<tr>
<td>SS.912.C.3.4:</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. <strong>Clarifications:</strong> Identify the impact of independent regulatory agencies in the federal bureaucracy. Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</td>
</tr>
<tr>
<td>SS.912.C.3.5:</td>
<td>Describe the role of judicial review in American constitutional government. <strong>Clarifications:</strong> Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.6:</td>
<td>Compare the role of judges on the state and federal level with other elected officials. <strong>Clarifications:</strong> Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</td>
</tr>
</tbody>
</table>
Clarifications:
Examples are decisions based on the law vs. will of the majority.

SS.912.C.3.8:
Analyze various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.3.9:
Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.3.10:
Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.3.11:
Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:
Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:
Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.C.3.14:
Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:
Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.3.16:
Explain how the world’s nations are governed differently.
SS.912.C.4.1:
Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:
Assess human rights policies of the United States and other countries.
SS.912.C.4.4:
Compare indicators of democratization in multiple countries.
SS.912.G.4.1:
Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:
Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

Clarifications:
Examples are education, transportation, crime prevention, funding of services.

MA.K12.MTR.1.1:
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
- Examples are decisions based on the law vs. will of the majority.
- Examples are education, transportation, crime prevention, funding of services.

Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

Clarifications:
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Provide opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Clarifications:
- Teachers who encourage students to complete tasks with mathematical fluency:
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Clarifications:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.7.1:

Clarifications:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Clarifications:
Cite evidence to explain and justify reasoning.
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Clarifications:
Read and comprehend grade-level complex texts proficiently.
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Clarifications:
Make inferences to support comprehension.
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Clarifications:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
General Course Information and Notes

GENERAL NOTES

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. The course should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state, and national level, and the political decision-making process.

Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps students learn:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
**Educator Certifications**

- Political Science (Grades 6-12)
- History (Grades 6-12)
- Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.CG.1.1:</td>
<td>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights. Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)). Explain the influence of Enlightenment ideas on the Declaration of Independence. Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract. Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence. Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</td>
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<tr>
<td>SS.912.CG.1.2:</td>
<td>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government. Students will recognize the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens. Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</td>
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<tr>
<td>SS.912.CG.1.3:</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic. Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. Students will evaluate how the documents are connected to one another. Students will explain key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
</tr>
<tr>
<td>SS.912.CG.1.5:</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. Students will explain how the structure and function of the U.S. government reflects these political principles. Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</td>
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<tr>
<td>SS.912.CG.2.1:</td>
<td>Explain the constitutional provisions that establish and affect citizenship. Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments). Students will compare birthright citizenship, permanent residency and naturalization in the United States. Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</td>
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<tr>
<td>SS.912.CG.2.2:</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic. Students will discuss various ways in which U.S. citizens can exercise political and civic participation. Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
</tr>
<tr>
<td>SS.912.CG.2.3:</td>
<td>Explain the responsibilities of citizens at the local, state and national levels. Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot). Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information). Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</td>
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<td>SS.912.CG.2.4:</td>
<td>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good. Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act). Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). Analyze contemporary and historical examples of government-imposed restrictions on rights. Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime, enactment of the Patriot Act).</td>
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</table>
SS.912.CG.2.5: Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

SS.912.CG.2.6: Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).

SS.912.CG.2.7: Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

SS.912.CG.2.8: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.2.9: Students will analyze the roles of the legislative, executive, and judicial branches of government (e.g., bicameral legislative body and how the House of Representatives and Senate functions differently from the Senate).

SS.912.CG.2.10: Students will analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.2.11: Students will analyze how the methods of political communication has changed over time (e.g., television, radio, press, social media).

SS.912.CG.2.12: Students will analyze the impact of political parties, interest groups, media, and individuals on determining and shaping public policy.

SS.912.CG.2.13: Students will analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.3.1: Students will analyze the structures, functions, and processes of the legislative branch as described in Article I of the U.S. Constitution.

SS.912.CG.3.2: Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).

SS.912.CG.3.3: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.3.4: Students will analyze the structures, functions, and processes of the legislative branch as described in Article I of the U.S. Constitution.

SS.912.CG.3.5: Students will analyze the impact of political parties, interest groups, media, and individuals on determining and shaping public policy.

SS.912.CG.3.6: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.3.7: Students will analyze the role of the executive branch in terms of its relationship with the judicial and executive branches of the government.

SS.912.CG.3.8: Students will analyze the role of the executive branch in terms of its relationship with the judicial and executive branches of the government.

SS.912.CG.3.9: Students will analyze the role of the executive branch in terms of its relationship with the judicial and executive branches of the government.

SS.912.CG.3.10: Students will analyze the role of the executive branch in terms of its relationship with the judicial and executive branches of the government.
| SS.912.CG.3.5 | Describe how independent regulatory agencies interact with the three branches of government and with citizens. 
- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect. 
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies. |
| SS.912.CG.3.6 | Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution. 
- Students will identify the powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship). 
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution. 
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers. 
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws). 
- Students will explain how reserved powers define issues as matters for the people or the state governments. 
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism. |
| SS.912.CG.3.7 | Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution. 
- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. 
- Students will describe the role of the Supreme Court and lesser federal courts. 
- Students will explain what Article III says about judicial tenure, appointment and salaries. 
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury. |
| SS.912.CG.3.8 | Describe the purpose and function of judicial review in the American constitutional government. 
- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process. 
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution. |
| SS.912.CG.3.9 | Compare the role of state and federal judges with other elected officials. 
- Students will compare the ways state and federal judges are appointed compared to other elected officials. 
- Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials. 
- Students will compare the decision-making process of judges compared to other political figures. |
| SS.912.CG.3.10 | Analyze the levels and responsibilities of state and federal courts. 
- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts. 
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system. 
- Students will contrast the differences among civil trials and criminal trials at the state level. 
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine). |
| SS.912.CG.3.11 | Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution. 
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller). 
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments. 
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments. |
| SS.912.CG.3.12 | Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments. 
- Students will explain the concept of federalism as it applies to each issue. 
- Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights). |
| SS.912.CG.3.13 | Explain how issues between Florida, other states and the national government are resolved. 
- Students will explain the concept of federalism as it applies to each issue. 
- Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights). |
| SS.912.CG.3.14 | Explain the judicial decision-making process in interpreting law at the state and national levels. 
- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels. 
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions. 
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law. |
| SS.912.CG.3.15 | Explain how citizens are affected by the local, state and national governments. 
- Students will identify local government officials and employees who affect the daily lives of citizens. 
- Students will identify the role of state governmental officials and employees who affect the daily lives of citizens. 
- Students will identify the role of national governmental officials and employees who affect the daily lives of citizens. 
- Students will explain how government at all levels impacts the daily lives of citizens. |
| SS.912.CG.4.1 | Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States. 
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy). 
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism). 
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population. |
| | Explain how the United States uses foreign policy to influence other nations.
- Students will explain how the policies of other nations influence U.S. policy and society. |
Interpret population growth and other demographic data for any given place.

Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).

Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).

Students will explain the U.S. response to international conflicts.

Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

Identify indicators of democratization in foreign countries.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.
### MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
### ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### ELD.K12.ELL.SL.1:
English language learners communicate for social and instructional purposes within the school setting.

### ELD.K12.ELL.SS.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### ELD.K12.ELL.SI.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### HE.912.C.2.4:
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**General Course Information and Notes**

### General Notes

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Special Notes:**
Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations


### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
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<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<tr>
<td>SS.912.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
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<tr>
<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<tr>
<td>SS.912.C.2.5:</td>
<td>Conduct a service project to further the public good.</td>
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<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<tr>
<td>SS.912.C.2.7:</td>
<td>Explain why rights have limits and are not absolute.</td>
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<tr>
<td>SS.912.C.2.8:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.2.9:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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<tr>
<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida.</td>
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<tr>
<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.2.12:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.13:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<tr>
<td>SS.912.C.2.14:</td>
<td>Evaluate the processes and results of an election at the state or federal level.</td>
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<tr>
<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<tr>
<td>SS.912.C.2.16:</td>
<td>Analyze trends in voter turnout.</td>
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<tr>
<td>SS.912.C.3.1:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.3.2:</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
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<tr>
<td>SS.912.C.3.3:</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
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<tr>
<td>SS.912.C.3.4:</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.5:</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td>SS.912.C.3.6:</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.7:</td>
<td>Describe the role of judicial review in American constitutional government.</td>
</tr>
</tbody>
</table>
Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

Evaluate the significance and outcomes of landmark Supreme Court cases.

Contrast how the Constitution safeguards and limits individual rights.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Compare the role of judges on the state and federal level with other elected officials.

Examples are decisions based on the law vs. will of the majority.

Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

Examples are decisions based on the law vs. will of the majority.

Evaluate various explanations for actions or events and determine which evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Evaluate the significance and outcomes of landmark Supreme Court cases.


Interpret population growth and other demographic data for any given place.

Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Evaluate in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation when responding to others' ideas and reading-related information.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propose and defend multiple perspectives and ideas fairly and thoroughly, preparing and responding to the comments of others.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
### LAFS.1112.WHST.1.2:

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- Provide a concluding section or statement that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

### LAFS.1112.WHST.2.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### LAFS.1112.WHST.2.5:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### LAFS.1112.WHST.2.6:

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### LAFS.1112.WHST.3.7:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### MAFS.K12.MP.3.1:

MAFS.K12.MP.3.1:

MAFS.912.S-ID.1.3:

Use the mean and standard deviation (outliers).

- MAFS.912.S-ID.1.2:

- MAFS.912.S-ID.1.1:

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
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<tbody>
<tr>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
</tbody>
</table>

### MAFS.1112.S-ID.2.4:

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

- MAFS.1112.S-ID.2.3:

<table>
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<tr>
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<tbody>
<tr>
<td>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</td>
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</tbody>
</table>

### MAFS.1112.S-ID.2.5:

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

### MAFS.1112.S-ID.2.6:

Evaluate reports based on data.

- **MAFS.912.S-ID.1.1:**

<table>
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</thead>
<tbody>
<tr>
<td>Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</td>
</tr>
</tbody>
</table>

### MAFS.912.S-ID.5.1.1:

**Standard Relation to Course:** Supporting

Represent data with plots on the real number line (dot plots, histograms, and box plots).

### MAFS.912.S-ID.5.1.2:

**Standard Relation to Course:** Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

### MAFS.912.S-ID.5.1.3:

**Standard Relation to Course:** Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

### MAFS.912.S-ID.5.1.4:

**Standard Relation to Course:** Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

### MAFS.912.S-ID.5.1.5:

**Standard Relation to Course:** Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

### MAFS.912.S-ID.5.1.6:

**Standard Relation to Course:** Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

### MAFS.912.S-ID.5.1.7:

**Standard Relation to Course:** Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

### MAFS.912.S-ID.5.1.8:

**Standard Relation to Course:** Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

### MAFS.6.S-ID.5.1.1:

**Standard Relation to Course:** Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

### MAFS.6.S-ID.5.1.2:

**Standard Relation to Course:** Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

### MAFS.6.S-ID.5.1.3:

**Standard Relation to Course:** Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

**Clarifications:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

### MAFS.6.S-ID.5.1.4:

**Standard Relation to Course:** Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

### MAFS.6.S-ID.5.1.5:

**Standard Relation to Course:** Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

### MAFS.6.S-ID.5.1.6:

**Standard Relation to Course:** Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

### MAFS.6.S-ID.5.1.7:

**Standard Relation to Course:** Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

### MAFS.6.S-ID.5.1.8:

**Standard Relation to Course:** Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

**Clarifications:**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

### MAFS.912.S-ID.5.1.1:

**Standard Relation to Course:** Supporting

Represent data with plots on the real number line (dot plots, histograms, and box plots).

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and — if there is a flaw in an argument — explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies.
Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

<table>
<thead>
<tr>
<th>MAFS.K12.MP.5.1:</th>
<th>Use appropriate tools strategically.</th>
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<tbody>
<tr>
<td></td>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
</tr>
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<thead>
<tr>
<th>MAFS.K12.MP.6.1:</th>
<th>Attend to precision.</th>
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<tbody>
<tr>
<td></td>
<td>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
</tr>
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<tr>
<th>ELD.K12.ELL.SL.1:</th>
<th>English language learners communicate for social and instructional purposes within the school setting.</th>
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<tbody>
<tr>
<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
<tr>
<td>HE.912.C.2.4:</td>
<td>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</td>
</tr>
</tbody>
</table>

### GENERAL COURSE INFORMATION AND NOTES

**GENERAL NOTES**

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Special Notes:**

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations


**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and
concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4D CGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106320

Number of Credits: Half credit (.5)

Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States Government

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: US GOVT HON

Course Length: Semester (S)
Course Attributes:
- Honors
- Class Size Core Required
Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<td>History (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
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<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.1.6:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.1.7:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<tr>
<td>SS.912.C.2.1:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
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<td>SS.912.C.2.2:</td>
<td>Conduct a service project to further the public good.</td>
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<tr>
<td>SS.912.C.2.3:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<tr>
<td>SS.912.C.2.4:</td>
<td>Explain why rights have limits and are not absolute.</td>
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<tr>
<td>SS.912.C.2.5:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
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<tr>
<td>SS.912.C.2.6:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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<td>SS.912.C.2.7:</td>
<td>Monitor current public issues in Florida.</td>
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<tr>
<td>SS.912.C.2.8:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.2.9:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
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<tr>
<td>SS.912.C.3.1:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<tr>
<td>SS.912.C.3.2:</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.3:</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td>SS.912.C.3.4:</td>
<td>Determine the role of judicial review in American constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.3.5:</td>
<td>Compare the role of judges on the state and federal level with other elected officials.</td>
</tr>
<tr>
<td>SS.912.C.3.6:</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.7:</td>
<td>Describe the role of judicial review in American constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.3.8:</td>
<td>Examples are decisions based on the law vs. will of the majority.</td>
</tr>
</tbody>
</table>
Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

Evaluate the influence of American foreign policy on other nations and society.

Contrast how the Constitution safeguards and limits individual rights.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Examine how power and responsibility are distributed, shared, and limited by the Constitution.

Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

Examine constitutional powers (expressed, implied, concurrent, reserved).

Illustrate how different nations are governed in practice.


Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
General Course Information and Notes

GENERAL NOTES

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

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Special Notes:

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.naegb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.fldoe.org/standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
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## GENERAL INFORMATION

**Course Number:** 2106320

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences

**Abbreviated Title:** US GOVT HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Attributes:**
- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

## Educator Certifications

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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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| SS.912.CG.1.1: | Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.  
- Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)). |
| SS.912.CG.1.2: | Explain the influence of Enlightenment ideas on the Declaration of Independence.  
- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.  
- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.  
- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| SS.912.CG.1.3: | Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.  
- Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.  
- Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights. |
| SS.912.CG.1.4: | Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.  
- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.  
- Students will evaluate how the documents are connected to one another.  
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.  
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| SS.912.CG.1.5: | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
- Students will explain how the structure and function of the U.S. government reflects these political principles.  
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.2.1: | Explain the constitutional provisions that establish and affect citizenship.  
- Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).  
- Students will compare birthright citizenship, permanent residency and naturalization in the United States.  
- Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). |
| SS.912.CG.2.2: | Explain the importance of political and civic participation to the success of the United States' constitutional republic.  
- Students will discuss various ways in which U.S. citizens can exercise political and civic participation.  
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).  
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). |
| SS.912.CG.2.3: | Explain the responsibilities of citizens at the local, state and national levels.  
- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).  
- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).  
- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. |
| SS.912.CG.2.4: | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
- Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).  
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
| SS.912.CG.2.5: | Analyze contemporary and historical examples of government-imposed restrictions on rights.  
- Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).  
- Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). |
SS.912.CG.2.6: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
- Students will explain how different groups of people (e.g., African Americans, Immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

SS.912.CG.2.8: Explain the impact of political parties, interest groups, media, and individuals on determining and shaping public policy.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will identify historical examples of interest groups, media, and individuals influencing public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.2.9: Explain the process and procedures of elections at the state and national levels.
- Students will identify the different primary formats and how political parties nominate candidates using primaries.
- Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).
- Students will explain the process by which candidates register to be part of state and national elections.
- Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).
- Students will evaluate the role of debates in elections.

SS.912.CG.2.10: Analyze factors that contribute to voter turnout in local, state and national elections.
- Students will explain trends in voter turnout.
- Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).
- Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

SS.912.CG.2.11: Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press, and social media.

SS.912.CG.2.12: Explain how interest groups, the media, and public opinion influence local, state and national decision-making related to public issues.
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state, and national issues.

SS.912.CG.2.13: Analyze the influence and effects of various forms of media and the internet in political communication.
- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

SS.912.CG.3.1: Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republican, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.3.2: Explain how the U.S. Constitution safeguards and limits individual rights.
- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.3: Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

SS.912.CG.3.4: Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

Describe how independent regulatory agencies interact with the three branches of government and with citizens.
SS.912.CG.3.5: Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

SS.912.CG.3.6: Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.
Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
Students will explain how reserved powers define issues as matters for the people or the state governments.
Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.

SS.912.CG.3.7: Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
Students will describe the role of the Supreme Court and lesser federal courts.
Students will explain what Article III says about judicial tenure, appointment and salaries.
Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

SS.912.CG.3.8: Describe the purpose and function of judicial review in the American constitutional government.
Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

SS.912.CG.3.9: Compare the role of state and federal judges with other elected officials.
Students will compare the ways state and federal judges are appointed compared to other elected officials.
Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
Students will compare the decision-making process of judges compared to other political figures.

SS.912.CG.3.10: Analyze the levels and responsibilities of state and federal courts.
Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
Students will contrast the differences among civil trials and criminal trials at the state level.
Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

SS.912.CG.3.11: Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.CG.3.12: Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

SS.912.CG.3.13: Explain how issues between Florida, other states and the national government are resolved.
Students will explain the concept of federalism as it applies to each issue.
Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

SS.912.CG.3.14: Explain the judicial decision-making process in interpreting law at the state and national levels.
Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

SS.912.CG.3.15: Explain how citizens are affected by the local, state and national governments.
Students will identify local government officials and employees who affect the daily lives of citizens.
Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.
Students will explain how government at all levels impacts the daily lives of citizens.

SS.912.CG.4.1: Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

SS.912.CG.4.2: Explain how the United States uses foreign policy to influence other nations.
Students will explain how the policies of other nations influence U.S. policy and society.
Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United Nations, International Monetary Fund, World Trade Organization).
Interpret population growth and other demographic data for any given place.

States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International.

- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

**SS.912.CG.4.3:** Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.CG.4.4:** Identify indicators of democratization in foreign countries.

- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

**SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

**SS.912.G.5.5:** Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**

- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**Clariﬁcations:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.2.1:**

- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

**Clariﬁcations:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**

- Complete tasks with mathematical ﬂuency.

Mathematicians who complete tasks with mathematical ﬂuency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with conﬁdence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efﬁciency when performing calculations.

**Clariﬁcations:**

Teachers who encourage students to complete tasks with mathematical ﬂuency:

- Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
- Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
- Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

**MA.K12.MTR.4.1:**

- Engage in discussions that reﬂect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efﬁciency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clariﬁcations:**

Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**

- Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
**MA.K12.MTR.5.1:**
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Clarifications:**
Use the accepted rules governing a specific format to create quality work.
General Course Information and Notes

VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

GENERAL NOTES

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes:

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.
English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CM5_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2106320
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: US GOVT HON
Number of Credits: Half credit (.5)
Course Length: Semester (S)
Course Attributes:
- Honors
- Class Size Core Required
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States Government

Educator Certifications

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<th>Certification</th>
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<td>Political Science (Grades 6-12)</td>
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## Course Standards

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<th>Name</th>
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| SS.912.CG.1.1:  | Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.  
  - Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)). |
| SS.912.CG.1.2:  | Explain the influence of Enlightenment ideas on the Declaration of Independence.  
  - Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.  
  - Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.  
  - Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| SS.912.CG.1.3:  | Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.  
  - Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.  
  - Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights. |
| SS.912.CG.1.4:  | Analyze how the ideas and principles expressed in the founding documents shape America as a constitutional republic.  
  - Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.  
  - Students will evaluate how the documents are connected to one another.  
  - Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14. No. 31, No. 39, No. 51) and the U.S. Constitution.  
  - Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| SS.912.CG.1.5:  | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
  - Students will explain how the structure and function of the U.S. government reflects these political principles.  
  - Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
  - Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.2.1:  | Explain the constitutional provisions that establish and affect citizenship.  
  - Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).  
  - Students will compare birthright citizenship, permanent residency and naturalization in the United States.  
  - Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). |
| SS.912.CG.2.2:  | Explain the importance of political and civic participation to the success of the United States' constitutional republic.  
  - Students will discuss various ways in which U.S. citizens can exercise political and civic participation.  
  - Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).  
  - Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). |
| SS.912.CG.2.3:  | Explain the responsibilities of citizens at the local, state and national levels.  
  - Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).  
  - Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).  
  - Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).  
  - Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. |
| SS.912.CG.2.4:  | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
  - Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).  
  - Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
  - Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
| SS.912.CG.2.5:  | Analyze contemporary and historical examples of government-imposed restrictions on rights.  
  - Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime, enactment of the Patriot Act). |
| SS.912.CG.2.6:  | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
  - Students will explain how the structure and function of the U.S. government reflects these political principles.  
  - Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
  - Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.2.7:  | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
  - Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).  
  - Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
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| SS.912.CG.2.8:  | Analyze contemporary and historical examples of government-imposed restrictions on rights.  
  - Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime, enactment of the Patriot Act). |
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<tr>
<th>SS.912.CG.2.5:</th>
<th>wartime and limitations on speech.</th>
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<tr>
<td><strong>Students</strong> will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</td>
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<tr>
<th>SS.912.CG.2.6:</th>
<th>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</th>
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</thead>
<tbody>
<tr>
<td><strong>Students</strong> will explain how different groups of people (e.g., African Americans, Immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</td>
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<tr>
<td><strong>Students</strong> will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</td>
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<tr>
<th>SS.912.CG.2.7:</th>
<th>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</th>
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<tr>
<td><strong>Students</strong> will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</td>
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<tr>
<td><strong>Students</strong> will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</td>
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<tr>
<th>SS.912.CG.2.8:</th>
<th>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</th>
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<tr>
<td><strong>Students</strong> will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</td>
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<tr>
<td><strong>Students</strong> will identify historical examples of interest groups, media and individuals influencing public policy.</td>
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<tr>
<td><strong>Students</strong> will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</td>
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<tr>
<th>SS.912.CG.2.9:</th>
<th>Explain the process and procedures of elections at the state and national levels.</th>
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<tbody>
<tr>
<td><strong>Students</strong> will identify the different primary formats and how political parties nominate candidates using primaries.</td>
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<tr>
<td><strong>Students</strong> will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).</td>
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<tr>
<td><strong>Students</strong> will identify political examples of interest groups, media and individuals influencing public policy.</td>
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<tr>
<td><strong>Students</strong> will evaluate the role of debate in elections.</td>
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<tr>
<th>SS.912.CG.2.10:</th>
<th>Analyze factors that contribute to voter turnout in local, state and national elections.</th>
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<tr>
<td><strong>Students</strong> will explain trends in voter turnout.</td>
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<td><strong>Students</strong> will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).</td>
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<tr>
<td><strong>Students</strong> will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).</td>
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<tr>
<th>SS.912.CG.2.11:</th>
<th>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</th>
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<tr>
<td><strong>Students</strong> will compare the reporting on the same political event or issue from multiple perspectives.</td>
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<tr>
<td><strong>Students</strong> will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</td>
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<tr>
<td><strong>Students</strong> will discuss the historical impact of political communication on American political process and public opinion.</td>
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<tr>
<td><strong>Examples</strong> of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</td>
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<tr>
<th>SS.912.CG.2.12:</th>
<th>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</th>
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<tbody>
<tr>
<td><strong>Students</strong> will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</td>
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<tr>
<td><strong>Students</strong> will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</td>
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<tr>
<td><strong>Students</strong> will analyze public policy solutions related to local, state and national issues.</td>
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<th>SS.912.CG.2.13:</th>
<th>Analyze the influence and effects of various forms of media and the internet in political communication.</th>
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<tbody>
<tr>
<td><strong>Students</strong> will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</td>
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<tr>
<td><strong>Students</strong> will describe how the methods used by political officials to communicate with the public has changed over time.</td>
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<tr>
<td><strong>Students</strong> will discuss the strengths and weaknesses of different methods of political communication.</td>
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<tr>
<th>SS.912.CG.3.1:</th>
<th>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</th>
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<tbody>
<tr>
<td><strong>Students</strong> will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).</td>
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<tr>
<td><strong>Students</strong> will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.</td>
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<tr>
<th>SS.912.CG.3.2:</th>
<th>Explain how the U.S. Constitution safeguards and limits individual rights.</th>
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<tr>
<td><strong>Students</strong> will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</td>
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<tr>
<td><strong>Students</strong> will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</td>
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<tr>
<th>SS.912.CG.3.3:</th>
<th>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</th>
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<tbody>
<tr>
<td><strong>Students</strong> will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</td>
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<td><strong>Students</strong> will identify the methods for determining the number of members in the House of Representatives and the Senate.</td>
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<tr>
<td><strong>Students</strong> will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</td>
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<tr>
<td><strong>Students</strong> will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</td>
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<tr>
<td><strong>Students</strong> will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</td>
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<tr>
<th>SS.912.CG.3.4:</th>
<th>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</th>
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<tbody>
<tr>
<td><strong>Students</strong> will explain the qualifications one must have to seek the office of president and the process of presidential elections.</td>
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<tr>
<td><strong>Students</strong> will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</td>
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<tr>
<td><strong>Students</strong> will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</td>
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</table>
| **Students** will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its
original description in Article II.

- Students will describe the impeachment process.

**SS.912.CG.3.5:**

Describe how independent regulatory agencies interact with the three branches of government and with citizens.

- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

**SS.912.CG.3.6:**

Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.

**SS.912.CG.3.7:**

Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

**SS.912.CG.3.8:**

Describe the purpose and function of judicial review in the American constitutional government.

- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

**SS.912.CG.3.9:**

Compare the role of state and federal judges with other elected officials.

- Students will compare the ways state and federal judges are appointed compared to other elected officials.
- Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
- Students will compare the decision-making process of judges compared to other political figures.

**SS.912.CG.3.10:**

Analyze the levels and responsibilities of state and federal courts.

- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

**SS.912.CG.3.11:**

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

**SS.912.CG.3.12:**

Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

- Students will explain examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

**SS.912.CG.3.13:**

Explain how issues between Florida, other states and the national government are resolved.

- Students will explain the concept of federalism as it applies to each issue.
- Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

**SS.912.CG.3.14:**

Explain the judicial decision-making process in interpreting law at the state and national levels.

- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

**SS.912.CG.3.15:**

Explain how citizens are affected by the local, state and national governments.

- Students will identify local government officials and employees who affect the daily lives of citizens.
- Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
- Students will explain how government at all levels impacts the daily lives of citizens.

**SS.912.CG.4.1:**

Analyze liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

**SS.912.CG.4.1:**

Explain how the United States uses foreign policy to influence other nations.

- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

**SS.912.CG.4.2:**
- Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.CG.4.4:**
- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

**SS.912.G.4.1:**
- Interpret population growth and other demographic data for any given place.

**SS.912.G.5.5:**
- Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

**Mathematicians who complete tasks with mathematical fluency:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Engage in discussions that reflect on the mathematical thinking of self and others.**

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.
| MA.K12.MTR.5.1 | Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.  
- Relate previously learned concepts to new concepts.  
- Look for similarities among problems.  
- Connect solutions of problems to more complicated large-scale situations.  

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.  
- Support students to develop generalizations based on the similarities found among problems.  
- Provide opportunities for students to create plans and procedures to solve problems.  
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking. |
| MA.K12.MTR.6.1 | Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:  
- Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  
- Check calculations when solving problems.  
- Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context.  

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, “Does this solution make sense? How do you know?”  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students’ ability to verify solutions through justifications. |
| MA.K12.MTR.7.1 | Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.  

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1 | Cite evidence to explain and justify reasoning.  

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently.  

**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1 | Make inferences to support comprehension.  

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
Use the accepted rules governing a specific format to create quality work.

**ElA.K12.EE.5.1:**

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<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
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Use appropriate voice and tone when speaking or writing.

**ElA.K12.EE.6.1:**

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<tbody>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

English language learners communicate for social and instructional purposes within the school setting.

**Eld.K12.ELL.SI.1:**

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
</tbody>
</table>

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**He.912.C.2.4:**

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</td>
</tr>
</tbody>
</table>

### General Course Information and Notes

**General Notes**

**General Notes**

**United States Government** - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:**

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4Dcgi/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
GENERAL INFORMATION

Course Number: 2106320
Number of Credits: Half credit (.5)

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >
Abbreviated Title: US GOVT HON
Course Length: Semester (S)
Course Attributes:
• Honors
• Class Size Core Required
Course Level: 3

Course Type: Core Academic Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Graduation Requirement: United States Government

Educator Certifications

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
### Course Standards

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>SS.912.A.1.1</td>
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<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.2.4</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
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<td>SS.912.C.1.1</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.2.2</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.2.3</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.4</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
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<td>SS.912.C.2.5</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.6</td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.C.2.7</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.2.8</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
</tr>
<tr>
<td>SS.912.C.2.9</td>
<td>Monitor current public issues in Florida.</td>
</tr>
<tr>
<td>SS.912.C.2.10</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.2.11</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.12</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td>SS.912.C.2.13</td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
</tbody>
</table>
Evaluate the processes and results of an election at the state or federal level.

Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Analyze trends in voter turnout.

Clarifications:
Examples are youth voter turnout, issue-based voting.

Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Clarifications:
Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Evaluate the influence of American foreign policy on other nations and political and cultural change.

Contrast how the Constitution safeguards and limits individual rights.

Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

Evaluate the significance and outcomes of landmark Supreme Court cases.

Clarifications:

Contrast how the Constitution safeguards and limits individual rights.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Examine constitutional powers (expressed, implied, concurrent, reserved).

Explain how power and responsibility are distributed, shared, and limited by the Constitution.

Examine the world's nations are governed differently.

Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

Assess human rights policies of the United States and other countries.

Compare indicators of democratization in multiple countries.

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
Examples are thematic, contour, and dot-density.

Interpret population growth and other demographic data for any given place.

Analyze how current events are explained by artistic and cultural trends of the past.

Use timelines to establish cause and effect relationships of historical events.

Compare time measurement systems used by different cultures.

Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Interpret and evaluate primary and secondary sources.

Clarifications:
Examples are artifacts, images, auditory and written sources.

Explain how historians use historical inquiry and other sciences to understand the past.

Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Evaluate the role of history in shaping identity and character.

Clarifications:
Examples are ethnic, cultural, personal, national, religious.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Clarifications:
Examples are Magna Carta, parliament, habeas corpus.
Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  

Determine the central ideas or primary source of a text; provide an accurate summary of how key events or ideas develop over the course of the text.  

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.  

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.  

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  

Write arguments focused on discipline-specific content.  

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.  

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.  

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  

f. Provide a concluding statement or section that follows from and supports the argument presented.  

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  

Draw evidence from informational texts to support analysis, reflection, and research.  

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  

Recognize the purposes and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.  

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.  

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
**Standard Relation to Course: Supporting**

<table>
<thead>
<tr>
<th>MAFS.912.S-IC.2.5:</th>
<th>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.912.S-IC.2.6:</td>
<td>Evaluate reports based on data. ★</td>
</tr>
</tbody>
</table>

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

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**Clarifications:** In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clarifications:** In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clarifications:** In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given information, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Clarifications:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
General Course Information and Notes

GENERAL NOTES

Political Science - The grade 9-12 Political Science course consists of the following content strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106340
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

Political Science (Grades 6-12)
Social Science (Grades 6-12)
## Political Science (#2106340) 2022 - 2023

### Course Standards

<table>
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<tr>
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<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications</strong>: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<tr>
<td>SS.912.A.2.4</td>
<td><strong>Clarifications</strong>: Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.C.1.1</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<tr>
<td>SS.912.C.1.2</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty; social contract, natural rights, and individual rights.</td>
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<td>SS.912.C.1.3</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
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<tr>
<td>SS.912.C.1.4</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
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<tr>
<td>SS.912.C.1.5</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.2.2</td>
<td>Evaluate the importance of political participation and civic participation. Experience the responsibilities of citizens at the local, state, or federal levels. <strong>Clarifications</strong>: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
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<td>SS.912.C.2.3</td>
<td><strong>Clarifications</strong>: Examples are speech, search and seizure, religion, gun possession.</td>
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<td>SS.912.C.2.4</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<td>SS.912.C.2.5</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. <strong>Clarifications</strong>: Why rights have limits and are not absolute.</td>
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<tr>
<td>SS.912.C.2.6</td>
<td><strong>Clarifications</strong>: Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.2.7</td>
<td><strong>Clarifications</strong>: Analyze the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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</tbody>
</table>
SS.912.C.2.14: Evaluate the processes and results of an election at the state or federal level.

SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

SS.912.C.2.16: Analyze trends in voter turnout.

SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.

SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

SS.912.C.3.7: Describe the role of judicial review in American constitutional government.

SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.

SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.12: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.C.3.13: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.G.1.4: Use timelines to establish cause and effect relationships of historical events.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.H.1.6: Explore how history is used to understand the past.

SS.912.W.1.1: Evaluate the role of history in shaping identity and character.

SS.912.W.1.2: Evaluate the role of history in shaping identity and character.

SS.912.W.1.3: Evaluate the role of history in shaping identity and character.

SS.912.W.1.4: Evaluate the role of history in shaping identity and character.

SS.912.W.1.5: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

SS.912.W.2.18: Examples are Magna Carta, parliament, habeas corpus.
Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

**MA.K12.MTR.1.1:**
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clariﬁcations:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:**
Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clariﬁcations:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**
Complete tasks with mathematical ﬂuency. Mathematicians who complete tasks with mathematical ﬂuency:
- Select efﬁcient and appropriate methods for solving problems within the given context.
- Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with conﬁdence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efﬁciency when performing calculations.

**Clariﬁcations:**
Teachers who encourage students to complete tasks with mathematical ﬂuency:
- Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
- Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
- Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

**MA.K12.MTR.4.1:**
Engage in discussions that reﬂect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efﬁciency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clariﬁcations:**
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________. “ The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Political Science - The grade 9-12 Political Science course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 2106340</th>
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<tbody>
<tr>
<td>Course Path: Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Political Sciences &gt; Abbreviated Title: POLI SCI</td>
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<tr>
<td>Number of Credits: Half credit (.5)</td>
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<td>Course Type: Elective Course</td>
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<td>Course Status: State Board Approved</td>
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<td>Grade Level(s): 9,10,11,12</td>
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<td>Course Length: Semester (S)</td>
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<td>Course Level: 2</td>
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Educator Certifications

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<th>Political Science (Grades 6-12)</th>
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<td>Social Science (Grades 6-12)</td>
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Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
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<td><strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<td><strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
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<td>SS.912.A.1.5:</td>
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<td><strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
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<td>SS.912.CG.1.2:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
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<td>SS.912.CG.1.3:</td>
<td>Explain the influence of Enlightenment ideas on the Declaration of Independence.</td>
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<td>- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, popular sovereignty and social contract.</td>
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<td>- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</td>
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<td>- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</td>
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<td>SS.912.CG.1.4:</td>
<td>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</td>
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<td>- Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</td>
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<td>- Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</td>
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<tr>
<td>SS.912.CG.1.5:</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td>
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<td>- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</td>
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<td>- Students will evaluate how the documents are connected to one another.</td>
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<td>- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14. No. 31, No. 39. No. 51) and the U.S. Constitution.</td>
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<td>- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
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<td>SS.912.CG.1.6:</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
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<td>- Students will explain how the structure and function of the U.S. government reflects these political principles.</td>
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<td>- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</td>
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<td>- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</td>
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<tr>
<td>SS.912.CG.2.1:</td>
<td>Explain the constitutional provisions that establish and affect citizenship.</td>
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<td>- Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</td>
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<td>- Students will compare birthright citizenship, permanent residency and naturalization in the United States.</td>
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<td>- Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</td>
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<tr>
<td>SS.912.CG.2.2:</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</td>
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<td>- Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
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<td>- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</td>
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<td>- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
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<td>Explain the responsibilities of citizens at the local, state and national levels.</td>
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</table>
SS.912.CG.2.3: Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).

Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).

Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).

Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.

SS.912.CG.2.4: Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).

Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.

Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

SS.912.CG.2.5: Analyze contemporary and historical examples of government-imposed restrictions on rights.

Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).

Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

SS.912.CG.2.6: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).

Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.

Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).

Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

SS.912.CG.2.8: Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.

Students will identify historical examples of interest groups, media and individuals influencing public policy.

Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.2.9: Explain the process and procedures of elections at the state and national levels.

Students will identify the different primary formats and how political parties nominate candidates using primaries.

Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).

Students will explain the process by which candidates register to be part of state and national elections.

Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).

Students will evaluate the role of debates in elections.

SS.912.CG.2.10: Analyze factors that contribute to voter turnout in local, state and national elections.

Students will explain trends in voter turnout.

Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).

Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

SS.912.CG.2.11: Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

Students will compare the reporting on the same political event or issue from multiple perspectives.

Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).

Students will discuss the historical impact of political communication on American political process and public opinion.

Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

SS.912.CG.2.12: Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.

Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.

Students will analyze public policy solutions related to local, state and national issues.

SS.912.CG.2.13: Analyze the influence and effects of various forms of media and the internet in political communication.

Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).

Students will describe how the methods used by political officials to communicate with the public has changed over time.

Students will discuss the strengths and weaknesses of different methods of political communication.

SS.912.CG.3.1: Analyze how certain political ideologies conflict with the principles of freedom and democracy.

Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).

Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.3.2: Explain how the U.S. Constitution safeguards and limits individual rights.

Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

- Students will discuss the role of the Supreme Court and lesser federal courts.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.
- Students will explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the "general welfare clause" and "necessary and proper clause" in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

Analyze the purpose and function of judicial review in the American constitutional government.

- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.
- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazel v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

Analyze the levels and responsibilities of state and federal courts.

- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

Explain the judicial decision-making process in interpreting law at the state and national levels.

- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

Explain how citizens are affected by the local, state and national governments.

- Students will identify local government officials and employees who affect the daily lives of citizens.
| SS.912.G.3.15: | • Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.  
• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.  
• Students will explain how government at all levels impacts the daily lives of citizens. |
| SS.912.G.4.1: | Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.  
• Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).  
• Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).  
• Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population. |
| SS.912.G.4.2: | Explain how the United States uses foreign policy to influence other nations.  
• Students will explain how the policies of other nations influence U.S. policy and society.  
• Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).  
• Students will explain how the United States uses foreign policy to influence other nations (e.g., Cuba, Iran, Syria).  
• Students will explain the use of embargos and economic sanctions by the United States has affected other nations (e.g., China, Saudi Arabia). |
| SS.912.G.4.3: | Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.  
• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind. |
| SS.912.G.4.4: | Identify indicators of democratization in foreign countries.  
• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law. |
| SS.912.E.2.2: | Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives. |
| SS.912.E.2.3: | Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. |
| SS.912.G.1.1: | Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.3: | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4: | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  
**Clarifications:**  
Examples are thematic, contour, and dot-density. |
| SS.912.G.4.1: | Interpret population growth and other demographic data for any given place. |
| SS.912.H.1.6: | Analyze how current events are explained by artistic and cultural trends of the past. |
| SS.912.W.1.1: | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.2: | Compare time measurement systems used by different cultures.  
**Clarifications:**  
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |
| SS.912.W.1.3: | Interpret and evaluate primary and secondary sources.  
**Clarifications:**  
Examples are artifacts, images, auditory and written sources. |
| SS.912.W.1.4: | Explain how historians use historical inquiry and other sciences to understand the past.  
**Clarifications:**  
Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |
| SS.912.W.1.6: | Evaluate the role of history in shaping identity and character.  
**Clarifications:**  
Examples are ethnic, cultural, personal, national, religious. |
| SS.912.W.2.18: | Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.  
**Clarifications:**  
Examples are Magna Carta, parliament, habeas corpus. |
| SS.912.W.3.4: | Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.  
Mathematicians who participate in effortful learning both individually and with others:  
• Analyze the problem in a way that makes sense given the task.  
• Ask questions that will help with solving the task.  
• Build perseverance by modifying methods as needed while solving a challenging task.  
• Stay engaged and maintain a positive mindset when working to solve tasks.  
• Help and support each other when attempting a new method or approach.  
**Clarifications:**  
Examples are special education, government, community, international, social studies, economics. |
| MA.K12.MTR.1.1: | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
• Cultivate a community of growth mindset learners.  
• Foster perseverance in students by choosing tasks that are challenging.  
• Develop students' ability to analyze and problem solve.  
• Recognize students' effort when solving challenging problems.  
**Clarifications:**  
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |
| MA.K12.MTR.1.1: | Demonstrate understanding by representing problems in multiple ways. |
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.
### GENERAL NOTES

**Political Science** - The grade 9-12 Political Science course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number: 2106340</th>
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<tbody>
<tr>
<td>Course Path: Section: Grades PreK to 12 Education</td>
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<tr>
<td>Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt;</td>
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<tr>
<td>Abbreviated Title: POLI SCI</td>
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**Number of Credits:** Half credit (.5)  
**Course Type:** Elective Course  
**Course Status:** Draft - Course Pending Approval  
**Course Length:** Semester (S)  
**Course Level:** 2  
**Grade Level(s):** 9,10,11,12

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**Educator Certifications**

- Political Science (Grades 6-12)  
- Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
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<td>SS.912.A.1.4:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political and social change.</td>
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<td>Explain how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<td>SS.912.A.1.8:</td>
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<td>SS.912.A.1.9:</td>
<td>Monitor current public issues in Florida.</td>
</tr>
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<td>SS.912.C.1.10:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<td>SS.912.C.1.11:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
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<td>SS.912.C.1.12:</td>
<td>Differentiate the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
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Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

Analyze the changing roles of television, radio, press, and Internet in political communication.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Explain the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Describe the role of judicial review in American constitutional government.

Compare the role of judges on the state and federal level with other elected officials.

Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

Interpret and evaluate primary and secondary sources.

Explain how historians use historical inquiry and other sciences to understand the past.

Evaluate the significance and outcomes of landmark Supreme Court cases.

Contrast how the Constitution safeguards and limits individual rights.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Interpret population growth and other demographic data for any given place.

Analyze how current events are explained by artistic and cultural trends of the past.

Compare time measurement systems used by different cultures.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content:

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

★ Standard Relation to Course: Supporting

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

★ Standard Relation to Course: Supporting

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

★ Standard Relation to Course: Supporting

Evaluate reports based on data.

★ Standard Relation to Course: Supporting
Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

**MAFS.912.S-ID.1.1:**

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**MAFS.912.S-ID.1.2:**

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**MAFS.912.S-ID.1.3:**

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**MAFS.912.S-ID.1.4:**

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about which of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.1.1:**

**MAFS.K12.MP.3.1:**

**MAFS.K12.MP.5.1:**

**MAFS.K12.MP.6.1:**

**ELD.K12.ELL.SS.1:**

**ELD.K12.ELL.SS.1:**

**HE.912.C2.4:**

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Law Studies - The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
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<tr>
<td>SS.912.A.2.2:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
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<tr>
<td>SS.912.A.2.3:</td>
<td>Analyze why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Clarifications: Examples include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
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<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<tr>
<td>SS.912.C.2.1:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation: Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
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<tr>
<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<tr>
<td>SS.912.C.2.7:</td>
<td>Clarifications: Examples are speech, search and seizure, religion, gun possession.</td>
</tr>
<tr>
<td>SS.912.C.2.8:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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<tr>
<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.C.2.11</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
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<tr>
<td>SS.912.C.2.12</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
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<tr>
<td>SS.912.C.2.13</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<tr>
<td>SS.912.C.2.15</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.C.2.17</td>
<td>Analyze the significance and outcomes of landmark Supreme Court cases.</td>
</tr>
<tr>
<td>SS.912.C.2.18</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td>SS.912.C.2.19</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
</tr>
</tbody>
</table>

Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
MA.K12.MTR.1.1: 
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

English language learners communicate for social and instructional purposes within the school setting.

**Clarifications:**
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**Clarifications:**
- Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
General Course Information and Notes

**GENERAL NOTES**

**Law Studies** - The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens’ lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2106350

**Course Path:** Section: Grades PreK to 12 Education  Course > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: LAW STUDIES

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Course Length:** Semester (S)

**Course Level:** 2

**Educator Certifications**

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Law (Secondary Grades 7-12)</td>
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</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>SS.912.A.1.1:</strong></td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.2:</strong></td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.3:</strong></td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.4:</strong></td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bill/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bill/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td><strong>SS.912.A.1.5:</strong></td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.6:</strong></td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td><strong>SS.912.A.1.7:</strong></td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td><strong>SS.912.A.2.4:</strong></td>
<td>Explain the influence of Enlightenment ideas on the Declaration of Independence. • Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract. • Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence. • Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</td>
</tr>
<tr>
<td><strong>SS.912.A.2.5:</strong></td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>SS.912.CG.1.2:</strong></td>
<td>Explain how the ideals and principles expressed in the founding documents shape America as a constitutional republic. • Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). • Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights. • Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</td>
</tr>
<tr>
<td><strong>SS.912.CG.1.3:</strong></td>
<td>Analyze how the ideas and principles expressed in the founding documents shape America as a constitutional republic. • Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. • Students will evaluate how the documents are connected to one another. • Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. • Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
</tr>
<tr>
<td><strong>SS.912.CG.1.4:</strong></td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. • Students will explain how the structure and function of the U.S. government reflects these political principles. • Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. • Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</td>
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<tr>
<td><strong>SS.912.CG.1.5:</strong></td>
<td>Explain the constitutional provisions that establish and affect citizenship. • Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments). • Students will compare birthright citizenship, permanent residency and naturalization in the United States. • Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</td>
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<tr>
<td><strong>SS.912.CG.1.6:</strong></td>
<td>Explain the importance of political and civic participation to the success of the United States’ constitutional republic.</td>
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<tr>
<td>SS.912.CG.2.2:</td>
<td>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
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<tr>
<td>SS.912.CG.2.3:</td>
<td>Explain the responsibilities of citizens at the local, state and national levels.</td>
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<td>• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).</td>
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<td>• Students will discuss the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).</td>
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<td>• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).</td>
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<td>• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</td>
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<td>SS.912.CG.2.4:</td>
<td>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<td>• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).</td>
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<td>• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.</td>
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<td>• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</td>
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<td>SS.912.CG.2.5:</td>
<td>Analyze contemporary and historical examples of government-imposed restrictions on rights.</td>
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<td></td>
<td>• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).</td>
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<td>• Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).</td>
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<tr>
<td>SS.912.CG.2.6:</td>
<td>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</td>
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<td>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</td>
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<td>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</td>
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<td>SS.912.CG.2.7:</td>
<td>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</td>
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<td>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</td>
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<td>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</td>
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<td>SS.912.CG.2.8:</td>
<td>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</td>
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<td>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</td>
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<td>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</td>
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<td>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</td>
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<td>SS.912.CG.2.11:</td>
<td>Evaluate political communication for bias, factual accuracy, omission and emotional appeal.</td>
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<td>• Students will compare the reporting on the same political event or issue from multiple perspectives.</td>
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<td>• Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).</td>
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<td>• Students will discuss the historical impact of political communication on American political process and public opinion.</td>
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<td>• Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</td>
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<tr>
<td>SS.912.CG.2.12:</td>
<td>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</td>
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<td>• Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.</td>
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<td>• Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.</td>
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<td>• Students will analyze public policy solutions related to local, state and national issues.</td>
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<tr>
<td>SS.912.CG.2.13:</td>
<td>Analyze the influence and effects of various forms of media and the internet in political communication.</td>
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<td>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</td>
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<td>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</td>
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<td>• Students will discuss the strengths and weaknesses of different methods of political communication.</td>
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<tr>
<td>SS.912.CG.3.1:</td>
<td>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</td>
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<td>• Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).</td>
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<td>• Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.</td>
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<tr>
<td>SS.912.CG.3.2:</td>
<td>Explain how the U.S. Constitution safeguards and limits individual rights.</td>
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<td>• Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</td>
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<td>• Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</td>
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<tr>
<td>SS.912.CG.3.3:</td>
<td>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</td>
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<td>• Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</td>
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<td>• Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</td>
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<td>• Students will identify and describe the &quot;enumerated powers&quot; delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</td>
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<td>• Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</td>
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|                         | • Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S.
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<tr>
<th>Standards</th>
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<tr>
<td>SS.912.CG.3.4:</td>
<td>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution. Students will explain the qualifications one must have to seek the office of president and the process of presidential elections. Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law). Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government. Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II. Students will describe the impeachment process.</td>
</tr>
<tr>
<td>SS.912.CG.3.5:</td>
<td>Describe how independent regulatory agencies interact with the three branches of government and with citizens. Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect. Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</td>
</tr>
<tr>
<td>SS.912.CG.3.6:</td>
<td>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution. Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship). Students will identify expressed powers that are also known as enumerated powers found in Article I of the U.S. Constitution. Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers. Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws). Students will explain how reserved powers define issues as matters for the people or the state governments. Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</td>
</tr>
<tr>
<td>SS.912.CG.3.7:</td>
<td>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution. Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. Students will describe the role of the Supreme Court and lesser federal courts. Students will explain what Article III says about judicial tenure, appointment and salaries. Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</td>
</tr>
<tr>
<td>SS.912.CG.3.8:</td>
<td>Describe the purpose and function of judicial review in the American constitutional government. Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process. Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</td>
</tr>
<tr>
<td>SS.912.CG.3.9:</td>
<td>Compare the role of state and federal judges with other elected officials. Students will compare the ways state and federal judges are appointed compared to other elected officials. Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials. Students will compare the decision-making process of judges compared to other political figures.</td>
</tr>
<tr>
<td>SS.912.CG.3.10:</td>
<td>Analyze the levels and responsibilities of state and federal courts. Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts. Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system. Students will contrast the differences among civil trials and criminal trials at the state level. Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</td>
</tr>
<tr>
<td>SS.912.CG.3.11:</td>
<td>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution. Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller). Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments. Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</td>
</tr>
<tr>
<td>SS.912.CG.3.12:</td>
<td>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments. Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government. Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states. Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition). Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</td>
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<tr>
<td>SS.912.CG.3.14:</td>
<td>Explain the judicial decision-making process in interpreting law at the state and national levels. Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels. Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions. Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.</td>
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<tr>
<td>SS.912.CG.3.15:</td>
<td>Explain how citizens are affected by the local, state and national governments. Students will identify local government officials and employees who affect the daily lives of citizens. Students will identify the role of state governmental officials and employees who affect the daily lives of citizens. Students will identify the role of national governmental officials and employees who affect the daily lives of citizens. Students will explain how government at all levels impacts the daily lives of citizens.</td>
</tr>
<tr>
<td>SS.912.CG.4.3:</td>
<td>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</td>
</tr>
<tr>
<td>SS.912.E.2.2:</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
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<td>Standard</td>
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<tr>
<td>SS.912.G.1.2</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.4</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
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<tr>
<td>SS.912.G.1.4:</td>
<td>Clarifications: Examples are thematic, contour, and dot-density.</td>
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<tr>
<td>SS.912.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
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<tr>
<td>SS.912.H.16</td>
<td>Analyze how current events are explained by artistic and cultural trends of the past.</td>
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<tr>
<td>SS.912.W.1.1</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
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<td>SS.912.W.1.2</td>
<td>Compare time measurement systems used by different cultures.</td>
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<tr>
<td>SS.912.W.1.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
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<tr>
<td>SS.912.W.1.4</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
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<tr>
<td>SS.912.W.1.6</td>
<td>Evaluate the role of history in shaping identity and character.</td>
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<tr>
<td>SS.912.W.5.4</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
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<tr>
<td>MA.K12.MTR.1.1</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<tr>
<td>MA.K12.MTR.2.1</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td>MA.K12.MTR.2.1:</td>
<td>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
<td>MA.K12.MTR.3.1</td>
<td>Complete tasks with mathematical fluency.</td>
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<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</td>
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</tbody>
</table>
Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
English language learners communicate for social and instructional purposes within the school setting.

ELA.K12.EE.3.1: Make inferences to support comprehension.

| Clarifications: | Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

| Clarifications: | In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

| Clarifications: | Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

| Clarifications: | In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |

ELD.K12.ELL.SS.1: English language learners communicate for social and instructional purposes within the school setting.

| Clarifications: | Students build on ideas, propel the conversation, and support claims and justifying their reasoning, refining and applying skills. In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |

ELD.K12.ELL.SS.5.1: English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

| Clarifications: | Students build on ideas, propel the conversation, and support claims and justifying their reasoning, refining and applying skills. In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |

HE.912.C.2.4: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Law Studies - The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens’ lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Political Science (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
<tr>
<td>Law (Secondary Grades 7-12)</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.6.7</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.1</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
</tr>
<tr>
<td>SS.912.C.1.2</td>
<td>Explain the compatibility of human rights with the principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.3</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.2.4</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.5</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.C.2.6</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.7</td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are speech, search and seizure, religion, gun possession.</td>
</tr>
<tr>
<td>SS.912.C.2.8</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>SS.912.C.2.9</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.10</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<td><strong>Clarifications:</strong></td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td>SS.912.C.2.11</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>SS.912.C.2.12</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
</tbody>
</table>
Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.

Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

Evaluate the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

Analyze cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

Examine constitutional powers (expressed, implied, concurrent, reserved).

Examine how power and responsibility are distributed, shared, and limited by the Constitution.

Analyze how current events are explained by artistic and cultural trends of the past.

Analyze how historians use historical inquiry and other sciences to understand the past.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Evaluate the role of identity in shaping identity and character.

Analyze the impact of judicial review in American constitutional government.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Compare the role of judges on the state and federal level with other elected officials.

Contrast how the Constitution safeguards and limits individual rights.

Evaluate the significance and outcomes of landmark Supreme Court cases.

Explain how historians use historical inquiry and other sciences to understand the past.

Analyze how current events are explained by artistic and cultural trends of the past.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Explain how historians use historical inquiry and other sciences to understand the past.

Interpret population growth and other demographic data for any given place.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Evaluate the role of history in shaping identity and character.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Explain how historians use historical inquiry and other sciences to understand the past.

Understand and apply the role of history in shaping identity and character.

Explain the role of history in shaping identity and character.

Describe the impact of and global response to international terrorism.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<table>
<thead>
<tr>
<th>Standard Relation to Course: Supporting ★</th>
<th>MAFS.912.S-IC.2.6: Evaluate reports based on data. ★</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifications:</td>
<td>Represent data with plots on the real number line (dot plots, histograms, and box plots). ★</td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td>MAFS.912.S-ID.1.1: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td>MAFS.912.S-ID.1.2: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★</td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td>MAFS.912.S-ID.1.3: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★</td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td>MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>Make sense of problems and persevere in solving them.</td>
<td>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</td>
</tr>
<tr>
<td>Construct viable arguments and critique the reasoning of others.</td>
<td>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</td>
</tr>
<tr>
<td>Use appropriate tools strategically.</td>
<td>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</td>
</tr>
<tr>
<td>Attend to precision.</td>
<td>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1:</td>
<td>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
<tr>
<td>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</td>
<td>HE.912.C.2.4: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</td>
</tr>
</tbody>
</table>

General Course Information and Notes
GENERAL NOTES

International Law – The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106355
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Political Sciences >
Abbreviated Title: INTL LAW
Course Length: Semester (S)
Course Level: 2
Grade Level(s): 9,10,11,12

Educator Certifications
Political Science (Grades 6-12)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)
## Course Standards

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<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. <strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
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<td>SS.912.A.1.5:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida’s research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.1.8:</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.1.9:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clarifications:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td>SS.912.A.1.10:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.1.11:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<td>SS.912.A.1.12:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. <strong>Clarifications:</strong> Evaluate why rights have limits and are not absolute.</td>
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<td>SS.912.A.1.13:</td>
<td>Explain the impact of citizen participation as a means of achieving political and social change. <strong>Clarifications:</strong> Examples are speech, search and seizure, religion, gun possession.</td>
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<tr>
<td>SS.912.A.1.14:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <strong>Clarifications:</strong> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
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<tr>
<td>SS.912.A.1.15:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication. <strong>Clarifications:</strong> Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <strong>Clarifications:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
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</table>
Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Describe the role of judicial review in American constitutional government.

Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

Contrast how the Constitution safeguards and limits individual rights.

Describe the impact of international terrorism.

Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

Evaluate the significance and outcomes of landmark Supreme Court cases.

Contrast how the Constitution safeguards and limits individual rights.

Analyze the problem in a way that makes sense given the task.

Ask questions that will help with solving the task.
• Build perseverance by modifying methods as needed while solving a challenging task.
• Stay engaged and maintain a positive mindset when working to solve tasks.
• Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

 Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
• Cultivate a community of growth mindset learners.
• Foster perseverance in students by choosing tasks that are challenging.
• Develop students’ ability to analyze and problem solve.
• Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
• Build understanding through modeling and using manipulatives.
• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
• Progress from modeling problems with objects and drawings to using algorithms and equations.
• Express connections between concepts and representations.
• Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

 Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
• Help students make connections between concepts and representations.
• Provide opportunities for students to use manipulatives when investigating concepts.
• Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
• Select efficient and appropriate methods for solving problems within the given context.
• Maintain flexibility and accuracy while performing procedures and mental calculations.
• Complete tasks accurately and with confidence.
• Adapt procedures to apply them to a new context.
• Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

 Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

 Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

 Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
GENERAL NOTES

International Law - The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106355
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Course Path: Sections: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Political Sciences >
Abbreviated Title: INTL LAW
Course Length: Semester (S)
Course Level: 2

Educator Certifications
Political Science (Grades 6-12)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)
### International Law (#2106355) 2023 - And Beyond

#### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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</tbody>
</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5: | Use case studies to explore social, political, legal, and economic relationships in history.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6: | Define and describe compromises made during the Constitutional Convention.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment Test. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.1.7: | Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.  
**Clarifications:** Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. |
| SS.912.A.1.8: | Explain the influence of Enlightenment ideas on the Declaration of Independence.  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.  
- Students will explain national sovereignty, due process of law, individual rights, natural rights, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.  
- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| SS.912.CG.1.2: | Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.  
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| SS.912.CG.1.4: | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.  
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.1.6: | Explain the responsibilities of citizens at the local, state and national levels.  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.  
- Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods) |

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Additional resources and clarifications are available on the FLDOE Social Studies website and in the Item Specifications pages 40-42. Students should consult these resources for a comprehensive understanding of the course standards.
SS.912.CG.2.4: during wartime, enactment of the Patriot Act).
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

SS.912.CG.2.5: Analyze contemporary and historical examples of government-imposed restrictions on rights.
- Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).
- Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

SS.912.CG.2.6: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
- Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

SS.912.CG.2.8: Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will identify historical examples of interest groups, media and individuals influencing public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.2.11: Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folk, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

SS.912.CG.2.13: Analyze the influence and effects of various forms of media and the internet in political communication.
- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

SS.912.CG.3.1: Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.3.2: Explain how the U.S. Constitution safeguards and limits individual rights.
- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.3: Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

SS.912.CG.3.4: Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

SS.912.CG.3.5: Describe how independent regulatory agencies interact with the three branches of government and with citizens.
- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

SS.912.CG.3.6: Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the "general welfare clause" and "necessary and proper clause" in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax
Students will explain how reserved powers define issues as matters for the people or the state governments.
Students will explain how reserved powers define issues as matters for the people or the state governments.

SS.912.CG.3.7: Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
Students will analyze the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
Students will analyze the role of the Supreme Court and lesser federal courts.
Students will explain what Article III says about judicial tenure, appointment and salaries.
Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

SS.912.CG.3.8: Describe the purpose and function of judicial review in the American constitutional government.
Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

SS.912.CG.3.9: Compare the role of state and federal judges with other elected officials.
Students will compare the ways state and federal judges are appointed compared to other elected officials.
Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
Students will compare the decision-making process of judges compared to other political figures.

SS.912.CG.3.10: Analyze the levels and responsibilities of state and federal courts.
Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
Students will recognize the role of the Federal judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
Students will contrast the differences among civil trials and criminal trials at the state level.
Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

SS.912.CG.3.11: Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.CG.3.12: Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

SS.912.CG.3.13: Explain the judicial decision-making process in interpreting law at the state and national levels.
Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

SS.912.CG.3.14: Explain how citizens are affected by the local, state and national governments.
Students will identify local government officials and employees who affect the daily lives of citizens.
Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.
Students will explain how government at all levels impacts the daily lives of citizens.

SS.912.CG.4.3: Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

Compare time measurement systems used by different cultures.

SS.912.W.1.2: Interpret and evaluate primary and secondary sources.

SS.912.W.1.3: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.4: Extend of
Evaluate the role of history in shaping identity and character.

SS.912.W.1.6: **Clarifications:**
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.2.18: **Clarifications:**
Examples are Magna Carta, parliament, habeas corpus.

SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.9.3: **Clarifications:**
Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

SS.912.W.9.3: **Clarifications:**
Examples are Magna Carta, parliament, habeas corpus.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.5.1:**

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**MA.K12.MTR.6.1:**

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SS.1:**
English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

**HE.912.C.2.4:**
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

### General Course Information and Notes

**GENERAL NOTES**

**International Law** – The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law; the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

- **Course Number:** 2106355
- **Course Type:** Elective Course
- **Course Status:** Draft - Course Pending Approval
- **Grade Levels:** 9,10,11,12
- **Course Path:** Section: Grades PreK to 12 Education
  Courses >> Grade Group: Grades 9 to 12 and Adult
  Education Courses >> Subject: Social Studies >> SubSubject: Political Sciences >>
- **Abbreviated Title:** INTL LAW
- **Number of Credits:** Half credit (.5)
- **Course Length:** Semester (S)
- **Course Level:** 2
### Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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</tr>
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<tbody>
<tr>
<td>Political Science</td>
<td>(Grades 6-12)</td>
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<tr>
<td>Social Science</td>
<td>(Grades 6-12)</td>
</tr>
<tr>
<td>Law</td>
<td>(Secondary Grades 7-12)</td>
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## Course Standards

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<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.5:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history. Describe the attempts to promote international justice through the Nuremberg Trials.</td>
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<td>SS.912.A.1.6:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
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<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
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<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. Experience the responsibilities of citizens at the local, state, or federal levels. <strong>Clarifications:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change. <strong>Clarifications:</strong> Examples are speech, search and seizure, religion, gun possession.</td>
</tr>
<tr>
<td>SS.912.C.2.5:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <strong>Clarifications:</strong> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments; Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>SS.912.C.2.12:</td>
<td>Evaluate the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.13:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <strong>Clarifications:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>SS.912.C.3.1:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
</tbody>
</table>
Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Examine constitutional powers (expressed, implied, concurrent, reserved).

Analyze how current events are explained by artistic and cultural trends of the past.

Evaluate the impact of Enlightenment ideals on the development of democratic institutions and procedures.

Evaluate the role of history in shaping identity and character.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Compare the role of judges on the state and federal level with other elected officials.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Contrast how the Constitution safeguards and limits individual rights.

Describe the rise of authoritarian governments in the Soviet Union, Nazi Germany, and occupied territories.

Assess human rights policies of the United States and other countries.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Interpret population growth and other demographic data for any given place.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<table>
<thead>
<tr>
<th>LAFS.910.SL.1.2:</th>
<th>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4:</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.1:</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.2:</td>
<td>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.5:</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td>LAFS.910.WHST.4.10:</td>
<td>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>MAFS.912.S-ID.1.1:</td>
<td>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</td>
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<tr>
<td>MAFS.912.S-ID.1.2:</td>
<td>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</td>
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| LAFS.910.WHST.1.1: | Write arguments focused on discipline-specific content. |
| LAFS.910.WHST.1.2: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

| LAFS.910.WHST.2.5: | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
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| MAFS.912.S-ID.1.2: | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. |
General Course Information and Notes

**GENERAL NOTES**

**Comparative Political Systems** - The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer,
complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

- **Course Number:** 2106360
- **Number of Credits:** Half credit (.5)
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12

**Educator Certifications**

- Political Science (Grades 6-12)
- Social Science (Grades 6-12)
## Course Standards

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<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
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<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<td>SS.912.A.6.7</td>
<td>Describe the attempts to promote international justice through the Nuremberg Trials.</td>
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<td><strong>Clarifications:</strong></td>
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<td>SS.912.A.7.11</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
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<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
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<td>SS.912.C.1.5</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<td><strong>Clarifications:</strong></td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.3</td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are speech, search and seizure, religion, gun possession.</td>
</tr>
<tr>
<td>SS.912.C.2.4</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<tr>
<td>SS.912.C.2.6</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.7</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
</tr>
<tr>
<td>SS.912.C.2.9</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>SS.912.C.2.12</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.13</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.2.15</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>SS.912.C.3.1</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
</tbody>
</table>
Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

Determine the role of judicial review in American constitutional government.

Examine how power and responsibility are distributed, shared, and limited by the Constitution.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Compare the role of judges on the state and federal level with other elected officials.

Compare the role of judges on the state and federal level with other elected officials.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Explain how historians use historical inquiry and other sciences to understand the past.

Evaluate the role of history in shaping identity and character.

Interpret and evaluate primary and secondary sources.

Evaluate the role of history in shaping identity and character.

Compare time measurement systems used by different cultures.

Compare time measurement systems used by different cultures.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways.
Build understanding through modeling and using manipulatives.
Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
Progress from modeling problems with objects and drawings to using algorithms and equations.
Express connections between concepts and representations.
Choose a representation based on the given context or purpose.

### Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

### Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

### Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

### Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

### Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
### General Course Information and Notes

**Comparative Political Systems** - The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

#### MA.K12.MTR.7.1:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

#### MA.K12.MTR.7.1:
Cite evidence to explain and justify reasoning.

**Clarifications:**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

#### ELA.K12.EE.1.1:
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

#### ELA.K12.EE.2.1:
Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

#### ELA.K12.EE.3.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

#### ELA.K12.EE.4.1:
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

#### ELA.K12.EE.5.1:
Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

#### ELD.K12.EL.5.1:
English language learners communicate for social and instructional purposes within the school setting.

**Clarifications:**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

#### HE.912.C.2.4:
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

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<thead>
<tr>
<th>Course Number:</th>
<th>2106360</th>
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<tbody>
<tr>
<td>Course Path:</td>
<td>Section: PreK to 12 Education</td>
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<tr>
<td></td>
<td>Courses: Grades 9 to 12 and Adult Education Courses</td>
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<td></td>
<td>Subject: Social Studies</td>
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<td>SubSubject: Political Sciences</td>
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<tr>
<td>Abbreviated Title:</td>
<td>COMPA POLI SYSTEMS</td>
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<td>Course Length:</td>
<td>Semester (S)</td>
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<td>Course Status:</td>
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<td>Course Level:</td>
<td>2</td>
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<td>Grade Level(s):</td>
<td>9,10,11,12</td>
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**Educator Certifications**

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<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<td>Social Science (Grades 6-12)</td>
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### Comparative Political Systems (#2106360) 2023 - And Beyond

#### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2:          | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clariifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3:          | Utilize timelines to identify the time sequence of historical data.                                                                                                                                          |
| SS.912.A.1.4:          | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clariifications:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5:          | Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6:          | Use case studies to explore social, political, legal, and economic relationships in history.                                                                                                                  |
| SS.912.A.6.7:          | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.11:         | Explain the influence of Enlightenment ideas on the Declaration of Independence.  
- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, popular sovereignty and social contract.  
- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.  
- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| SS.912.CG.1.2:         | Students will explain the ideals and principles expressed in the founding documents that shape America as a constitutional republic.  
- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.  
- Students will evaluate how the documents are connected to one another.  
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.  
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| SS.912.CG.1.4:         | Analyze how the principles of the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
- Students will explain the structure and function of the U.S. government reflects these political principles.  
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.1.5:         | Students will explain various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).  
- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).  
- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. |
| SS.912.CG.2.3:         | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
- Students will examine situations when individual rights have been restricted for the public good (e.g., limits on speech or rationing of goods |

Additional resources may be found on FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.CG.2.4: during wartime, enactment of the Patriot Act).
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

SS.912.CG.2.5: Analyze contemporary and historical examples of government-imposed restrictions on rights.
- Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).
- Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

SS.912.CG.2.6: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
- Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

SS.912.CG.2.8: Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.2.11: Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

SS.912.CG.2.13: Analyze the influence and effects of various forms of media and the internet in public communication.
- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

SS.912.CG.3.1: Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republican use of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.3.2: Explain how the U.S. Constitution safeguards and limits individual rights.
- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.3: Anayze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

SS.912.CG.3.4: Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

SS.912.CG.3.5: Describe how independent regulatory agencies interact with the three branches of government and with citizens.
- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

SS.912.CG.3.6: Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the "general welfare clause" and "necessary and proper clause" in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.

**SS.912.CG.3.7:** Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

**SS.912.CG.3.8:** Describe the purpose and function of judicial review in the American constitutional government.
- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

**SS.912.CG.3.9:** Compare the role of state and federal judges with other elected officials.
- Students will compare the ways state and federal judges are appointed compared to other elected officials.
- Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
- Students will compare the decision-making process of judges compared to other political figures.

**SS.912.CG.3.10:** Analyze the levels and responsibilities of state and federal courts.
- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

**SS.912.CG.3.12:** Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

**SS.912.CG.3.14:** Explain the judicial decision-making process in interpreting law at the state and national levels.
- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

**SS.912.CG.3.15:** Explain how citizens are affected by the local, state and national governments.
- Students will identify local government officials and employees who affect the daily lives of citizens.
- Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
- Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.
- Students will explain how government at all levels impacts the daily lives of citizens.

**SS.912.CG.4.3:** Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain why U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.G.1.2:** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

**SS.912.G.1.4:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

**SS.912.H.1.6:** Analyze how current events are explained by artistic and cultural trends of the past.

**SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

**SS.912.W.1.2:** Compare time measurement systems used by different cultures.

**SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

**SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

**SS.912.W.1.6:** Evaluate the role of history in shaping identity and character.

**SS.912.W.2.18:** Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
| SS.912.W.5.4: | Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world. |
| SS.912.W.6.3: | Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. |
| SS.912.W.7.5: | Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. |
| SS.912.W.7.6: | Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. |

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
**MA.K12.MTR.6.1:**

Clarifications:
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**

Clarifications:
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**

Clarifications:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

**ELA.K12.EE.2.1:**

Clarifications:
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**

Clarifications:
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

Clarifications:
- In kindergarten, students learn to listen to one another respectfully.
  - In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
  - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**

Clarifications:
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**

Clarifications:
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
General Course Information and Notes

**Comparative Political Systems** - The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

- **Course Number:** 2106360
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >
- **Abbreviated Title:** COMPA POLI SYSTEMS
- **Number of Credits:** Half credit (.5)
- **Course Type:** Elective Course
- **Course Status:** Draft - Course Pending Approval
- **Grade Level(s):** 9,10,11,12
- **Course Length:** Semester (S)
- **Course Level:** 2

**Educator Certifications**

- Political Science (Grades 6-12)
- Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>SS.912.A.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.5:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.A.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.8:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
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<tr>
<td>SS.912.A.9:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td>SS.912.A.10:</td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.A.11:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.A.12:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
</tr>
<tr>
<td>SS.912.A.14:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.A.15:</td>
<td>Evaluate and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.A.16:</td>
<td>Assess how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.A.17:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.A.18:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.A.19:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
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<tr>
<td>SS.912.C.2.1:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
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<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
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<tr>
<td>SS.912.C.2.4:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
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<tr>
<td>SS.912.C.2.5:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage.</td>
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<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.7:</td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.C.2.8:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
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<tr>
<td>SS.912.C.2.9:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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<tr>
<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida.</td>
</tr>
<tr>
<td>SS.912.C.2.11:</td>
<td>Clarifications:</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.C.2.11</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.2.12</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.13</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td>SS.912.C.2.14</td>
<td>Clarifications: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.2.15</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>SS.912.C.3.1</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.3.2</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
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<tr>
<td>SS.912.C.3.3</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
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<tr>
<td>SS.912.C.3.4</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
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<tr>
<td>SS.912.C.3.5</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td>SS.912.C.3.6</td>
<td>Clarifications: Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</td>
</tr>
<tr>
<td>SS.912.C.3.7</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
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<tr>
<td>SS.912.C.3.8</td>
<td>Clarifications: Examples are decisions based on the law vs. will of the majority.</td>
</tr>
<tr>
<td>SS.912.C.3.9</td>
<td>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</td>
</tr>
<tr>
<td>SS.912.C.3.10</td>
<td>Evaluate the significance and outcomes of landmark Supreme Court cases.</td>
</tr>
<tr>
<td>SS.912.C.3.12</td>
<td>Contrast how the Constitution safeguards and limits individual rights.</td>
</tr>
<tr>
<td>SS.912.C.3.13</td>
<td>Simulate the judicial decision-making process in interpreting law at the state and federal level.</td>
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<tr>
<td>SS.912.C.3.14</td>
<td>Clarifications: Examples are education, transportation, crime prevention, funding of services.</td>
</tr>
<tr>
<td>SS.912.C.3.15</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
</tr>
<tr>
<td>SS.912.C.4.3</td>
<td>Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.C.5.2</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.C.5.3</td>
<td>Clarifications: Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.C.5.4</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td>SS.912.C.5.5</td>
<td>Clarifications: Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.5.6</td>
<td>Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.3</td>
<td>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
</tr>
</tbody>
</table>
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic or idea, organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.1:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Standard Relation to Course:** Supporting

**Clarifications:**
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.2:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Standard Relation to Course:** Supporting

**Clarifications:**
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.3:** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course:** Supporting

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might rely on understanding explicit statements about relationships in a given problem. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.912.S-ID.1.4:**

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.912.S-ID.1.5:**

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.912.S-ID.1.6:**

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students use measurement tools to make precise calculations.

**MAFS.912.S-ID.1.7:**

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**GENERAL NOTES**

**Comprehensive Law Studies:** The grade 9–12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of...
crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106370
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >
SubSubject: Political Sciences >
Abbreviated Title: COMPRE LAW STUDIES
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Status: Course Approved
Course Type: Elective Course
Grade Level(s): 9,10,11,12

Educator Certifications
Political Science (Grades 6-12)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.4</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td>SS.912.C.1.1</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.2.2</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.2.3</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.4</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.6</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.7</td>
<td>Explain why rights have limits and are not absolute.</td>
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<tr>
<td>SS.912.C.2.8</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.2.9</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
</tr>
<tr>
<td>SS.912.C.2.10</td>
<td>Monitor current public issues in Florida.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.2.12:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
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<tr>
<td>SS.912.C.2.13:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.2.14:</td>
<td>Evaluate the changing roles of television, radio, press, and Internet in political communication.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
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<tr>
<td>SS.912.C.2.15:</td>
<td>Evaluate the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
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<tr>
<td>SS.912.C.3.11:</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</td>
</tr>
<tr>
<td>SS.912.C.3.12:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.3.13:</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.3.14:</td>
<td>Evaluate the significance and outcomes of landmark Supreme Court cases.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are decisions based on the law vs. will of the majority.</td>
</tr>
<tr>
<td>SS.912.C.3.15:</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
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<tr>
<td>SS.912.C.3.16:</td>
<td>Simulate the judicial decision-making process in interpreting law at the state and federal level.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
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<tr>
<td>SS.912.C.3.17:</td>
<td>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
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<tr>
<td>SS.912.C.3.18:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.C.3.19:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.C.3.20:</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.3.21:</td>
<td>Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
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<tr>
<td>SS.912.C.3.22:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
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<tr>
<td>SS.912.C.3.23:</td>
<td>Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>SS.912.C.3.24:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.3.25:</td>
<td>Compare the role of judges on the state and federal level with other elected officials.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are decisions based on the law vs. will of the majority.</td>
</tr>
<tr>
<td>SS.912.C.3.26:</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.3.27:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.3.28:</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.3.29:</td>
<td>Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
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<tr>
<td>SS.912.C.3.30:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.3.31:</td>
<td>Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>SS.912.C.3.32:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.3.33:</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.3.34:</td>
<td>Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
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<tr>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<tr>
<td>• Cultivate a community of growth mindset learners.</td>
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<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<tr>
<td>• Develop students' ability to analyze and problem solve.</td>
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<tr>
<td>• Recognize students' effort when solving challenging problems.</td>
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</tr>
</tbody>
</table>

| Demonstrate understanding by representing problems in multiple ways. |
| Mathematically demonstrate understanding by representing problems in multiple ways: |
| • Build understanding through modeling and using manipulatives. |
| • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. |
| • Progress from modeling problems with objects and drawings to using algorithms and equations. |
| • Express connections between concepts and representations. |
| • Choose a representation based on the given context or purpose. |

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

| Complete tasks with mathematical fluency. |
| Mathematically complete tasks with mathematical fluency: |
| • Select efficient and appropriate methods for solving problems within the given context. |
| • Maintain flexibility and accuracy while performing procedures and mental calculations. |
| • Complete tasks accurately and with confidence. |
| • Adapt procedures to apply them to a new context. |
| • Use feedback to improve efficiency when performing calculations. |

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

| Engage in discussions that reflect on the mathematical thinking of self and others. |
| Mathematically engage in discussions that reflect on the mathematical thinking of self and others: |
| • Communicate mathematical ideas, vocabulary and methods effectively. |
| • Analyze the mathematical thinking of others. |
| • Compare the efficiency of a method to those expressed by others. |
| • Recognize errors and suggest how to correctly solve the task. |
| • Justify results by explaining methods and processes. |
| • Construct possible arguments based on evidence. |

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

| Use patterns and structure to help understand and connect mathematical concepts. |
| Mathematically use patterns and structure to help understand and connect mathematical concepts: |
| • Focus on relevant details within a problem. |
| • Create plans and procedures to logically order events, steps or ideas to solve problems. |
| • Decompose a complex problem into manageable parts. |
| • Relate previously learned concepts to new concepts. |
| • Look for similarities among problems. |
| • Connect solutions of problems to more complicated large-scale situations. |

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

| Assess the reasonableness of solutions. |
| Mathematically assess the reasonableness of solutions: |
| • Estimate to discover possible solutions. |
| • Use benchmark quantities to determine if a solution makes sense. |
| • Check calculations when solving problems. |
| • Verify possible solutions by explaining the methods used. |
| • Evaluate results based on the given context. |

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.
- Clarifications:
  - K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
  - 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
  - 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
  - 6-8 Students continue with previous skills and use a style guide to create a proper citation.
  - 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.
- Clarifications:
  - See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.
- Clarifications:
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Clarifications:
  - In kindergarten, students learn to listen to one another respectfully.
  - In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
  - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.
- Clarifications:
  - Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.
- Clarifications:
  - In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SL.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
- Clarifications:
  - Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes
Comprehensive Law Studies: The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106370
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: COMPRE LAW STUDIES Course Length: Year (Y) Course Level: 2
Grade Level(s): 9,10,11,12

Educator Certifications

Political Science (Grades 6-12)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)
SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.2.4: Explain the influence of Enlightenment ideas on the Declaration of Independence.

SS.912.CG.1.2: Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.

SS.912.CG.1.3: Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

SS.912.CG.1.4: Analyze the ideals and principles expressed in the founding documents that shape America as a constitutional republic.

SS.912.CG.1.5: Students will evaluate how the documents are connected to one another.

SS.912.CG.1.6: Evaluate additional resources may be found on various websites such as the site for The Kinsey Collection.

SS.912.CG.1.7: Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

SS.912.CG.1.8: Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.

SS.912.CG.1.9: Students will analyze how the Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, and representative government.

SS.912.CG.1.10: Students will explain how the Constitution and its amendments establish and affect citizenship.

SS.912.CG.2.1: Students will evaluate the importance of political and civic participation to the success of the United States' constitutional republic.
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<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td>SS.912.CG.2.2</td>
<td>Students will discuss various ways in which U.S. citizens can exercise political and civic participation. Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
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<td>SS.912.CG.2.3</td>
<td>Explain the responsibilities of citizens at the local, state and national levels. Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot). Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information). Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</td>
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<tr>
<td>SS.912.CG.2.4</td>
<td>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good. Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act). Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). Analyze contemporary and historical examples of government-imposed restrictions on rights. Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech). Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). Analyze how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time. Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault). Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights. Analyze the impact of civic engagement as a means of preserving or reforming institutions. Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices). Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement). Explain how the principles of checks and balances, consent of the people, separation of powers, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations. Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. Students will identify historical examples of interest groups, media and individuals influencing public policy. Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era). Evaluate political communication for bias, factual accuracy, omission and emotional appeal. Students will compare the reporting on the same political event or issue from multiple perspectives. Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). Students will discuss the historical impact of political communication on American political process and public opinion. Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues. Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues. Students will analyze public policy solutions related to local, state and national issues. Analyze the influence and effects of various forms of media and the internet in political communication. Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). Students will describe how the methods used by political officials to communicate with the public has changed over time. Students will discuss the strengths and weaknesses of different methods of political communication. Analyze the structure, functions and processes of the legislative branch as described in Article I of the U.S. Constitution. Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate. Students will identify the methods for determining the number of members in the House of Representatives and the Senate. Students will identify and describe the &quot;enumerated powers&quot; delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws). Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government. Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S.</td>
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Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain how checks and balances work within the executive branch.
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will describe the roles of expressed, implied, concurrent and reserved powers in the U.S. Constitution.
- Students will analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe how federal courts interpret and apply the law at the state level.
- Students will explain the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).
- Students will describe the purpose and function of judicial review in the American constitutional government.
- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will describe the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.
- Students will analyze the levels and responsibilities of state and federal courts.
- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).
- Students will evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will analyze how federalism in the United States and its role in establishing the relationship between the state and national governments.
- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role of the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).
- Students will explain the judicial decision-making process in interpreting law at the state and national levels.
- Students will explain how citizens are affected by the local, state and national governments.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.
- Students will explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.2.1: Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.3.1: Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
MA.K12.MTR.4.1:
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:

### Students

English language learners communicate for social and instructional purposes within the school setting.

#### ELA.K12.EE.3.1

**Clariifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

#### ELA.K12.EE.4.1

**Clariifications:**
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

#### ELA.K12.EE.5.1

**Clariifications:**
- Use the accepted rules governing a specific format to create quality work.

#### ELA.K12.EE.6.1

**Clariifications:**
- Use appropriate voice and tone when speaking or writing.

### General Course Information and Notes

#### GENERAL NOTES

**Comprehensive Law Studies:** The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

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### GENERAL INFORMATION

**Course Number:** 2106370

**Course Path:**

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<tr>
<th>Section</th>
<th>Grades PreK to 12 Education Courses</th>
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<td>&gt; Grade Group: Grades 9 to 12 and Adult Education Courses</td>
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<td>&gt; SubSubject: Political Sciences</td>
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**Abbreviated Title:** COMPRE LAW STUDIES
### Educator Certifications

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Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

Evaluate the changing roles of television, radio, press, and Internet in political communication.

Evaluate the significance and outcomes of landmark Supreme Court cases.

Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Evaluate the significance and outcomes of landmark Supreme Court cases.

Contrast how the Constitution safeguards and limits individual rights.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Examine constitutional powers (expressed, implied, concurrent, reserved).

Analyze the role of judicial review in American constitutional government.

Examine how power and responsibility are distributed, shared, and limited by the Constitution.

Interpret and evaluate primary and secondary sources.

Analyze the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Explain how historians use historical inquiry and other sciences to understand the past.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Contrast how the Constitution safeguards and limits individual rights.

Evaluate the role of history in shaping identity and character.

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

Examine the role of judicial review in American constitutional government.

Describe developments in medieval English legal and constitutional history.

Compare the role of judges on the state and federal level with other elected officials.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Explain how historians use historical inquiry and other sciences to understand the past.

Analyze the role of judicial review in American constitutional government.

Evaluate the significance and outcomes of landmark Supreme Court cases.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

Analyze the role of judicial review in American constitutional government.

Describe developments in medieval English legal and constitutional history.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

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Explain how historians use historical inquiry and other sciences to understand the past.

Evaluate the role of history in shaping identity and character.
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author’s claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility accuracy of each source.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content:

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ea. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

★ Standard Relation to Course: Supporting

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★ Standard Relation to Course: Supporting

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★ Standard Relation to Course: Supporting

Evaluate reports based on data. ★ Standard Relation to Course: Supporting
Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get a better sense of what is happening. Mathematically proficient students check their answers to problems using different methods, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Comprehensive Law - The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106375

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies
SubSubject: Political Sciences
Abbreviated Title: COMPRE LAW HON

Number of Credits: One (1) credit

Course Length: Year (Y)
Course Attributes:
• Honors

Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

Political Science (Grades 6-12)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.4</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.2.5</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.C.1.1</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
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<td>SS.912.C.2.2</td>
<td>Evaluate the importance of political participation and civic participation. Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.3</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<td>SS.912.C.2.4</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. <strong>Clarifications:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
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<td>SS.912.C.2.5</td>
<td>Explain why rights have limits and are not absolute. <strong>Clarifications:</strong> Examples are speech, search and seizure, religion, gun possession.</td>
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<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<td>SS.912.C.2.7</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change. <strong>Clarifications:</strong> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
</tr>
<tr>
<td>SS.912.C.2.8</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <strong>Clarifications:</strong> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>SS.912.C.2.9</td>
<td>Monitor current public issues in Florida. <strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tbody>
</table>
### SS.912.C.2.11:
Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

### SS.912.C.2.12:
Explain the changing roles of television, radio, press, and Internet in political communication.

### SS.912.C.2.13:
Analyze the various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

**Clarifications:**
- Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

### SS.912.C.2.14:
Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

### SS.912.C.2.15:
Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

### SS.912.C.3.11:
Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

### SS.912.C.3.12:
Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

### SS.912.C.3.13:
Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

### SS.912.C.3.14:
Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

**Clarifications:**
- Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

### SS.912.C.3.15:
Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

### SS.912.C.3.16:
Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

### SS.912.C.3.17:
Contrast how the Constitution safeguards and limits individual rights.

### SS.912.C.3.18:
Simulate the judicial decision-making process in interpreting law at the state and federal level.

### SS.912.C.3.19:
Explain the changing roles of television, radio, press, and Internet in political communication.

### SS.912.C.4.12:
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

### SS.912.C.4.13:
Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

### SS.912.C.4.14:
Clarifications:
- Examples are thematic, contour, and dot-density.

### SS.912.C.4.15:
Interpret population growth and other demographic data for any given place.

### SS.912.H.1.6:
Analyze how current events are explained by artistic and cultural trends of the past.

### SS.912.W.1.1:
Use timelines to establish cause and effect relationships of historical events.

### SS.912.W.1.2:
Compare time measurement systems used by different cultures.

**Clarifications:**
- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

### SS.912.W.1.3:
Interpret and evaluate primary and secondary sources.

**Clarifications:**
- Examples are artifacts, images, auditory and written sources.

### SS.912.W.1.4:
Explain how historians use historical inquiry and other sciences to understand the past.

**Clarifications:**
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.5:
Evaluate the role of history in shaping identity and character.

**Clarifications:**
- Examples are ethnic, cultural, personal, national, religious.

### SS.912.W.2.18:
Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

**Clarifications:**
- Examples are Magna Carta, parliament, habeas corpus.

### SS.912.W.5.4:
Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
**MA.K12.MTR.1.1:**
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:**
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the methods they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
Use benchmark quantities to determine if a solution makes sense.
Check calculations when solving problems.
Verify possible solutions by explaining the methods used.
Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Reinforce that students check their work as they progress within and after a task.
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- Reinforce that students check their work as they progress within and after a task.

**Cite evidence to explain and justify reasoning.**

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
GENERAL NOTES

Comprehensive Law - The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
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Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.

Utilize timelines to identify the time sequence of historical data.

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf

Use case studies to explore social, political, legal, and economic relationships in history.

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Explain the influence of Enlightenment ideas on the Declaration of Independence.

- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.
- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.
- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.

Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

- Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.
- Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.

Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.
- Students will evaluate how the documents are connected to one another.
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

- Students will explain how the structure and function of the U.S. government reflects these political principles.
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

Explain the constitutional provisions that establish and affect citizenship.

- Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).
- Students will compare birthright citizenship, permanent residency, and naturalization in the United States.
- Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).

Explain the importance of political and civic participation to the success of the United States' constitutional republic.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.CG.2.2:</td>
<td>Students will discuss various ways in which U.S. citizens can exercise political and civic participation. Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement). Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
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<tr>
<td>SS.912.CG.2.3:</td>
<td>Explain the responsibilities of citizens at the local, state and national levels. Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot). Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information). Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</td>
</tr>
<tr>
<td>SS.912.CG.2.4:</td>
<td>Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good. Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act). Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).</td>
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<tr>
<td>SS.912.CG.2.5:</td>
<td>Analyze contemporary and historical examples of government-imposed restrictions on rights. Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech). Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). Students will explain how foundational documents contributed to the expansion of civil rights and liberties over time. Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault). Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</td>
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<tr>
<td>SS.912.CG.2.6:</td>
<td>Analyze the impact of civic engagement as a means of preserving or reforming institutions. Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices). Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement). Students will examine the role of the legislative branch in terms of its ability to overcome challenges, and distinguish the United States’ bicameral legislative body and how the House of Representatives and Senate functions differently from the Senate.</td>
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<tr>
<td>SS.912.CG.2.7:</td>
<td>Analyze the impact of political parties, interest groups, media and individuals on determining and shaping public policy. Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. Students will identify historical examples of interest groups, media and individuals influencing public policy. Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault). Students will examine the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. Students will identify historical examples of interest groups, media and individuals influencing public policy. Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</td>
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<tr>
<td>SS.912.CG.2.8:</td>
<td>Evaluate political communication for bias, factual accuracy, omission and emotional appeal. Students will compare the reporting on the same political event or issue from multiple perspectives. Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). Students will discuss the historical impact of political communication on American political process and public opinion. Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.</td>
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<td>SS.912.CG.2.9:</td>
<td>Analyze how interest groups, the media and public opinion influence local, state and national decision-making related to public issues. Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues. Students will analyze public policy solutions related to local, state and national issues. Students will analyze public policy solutions related to local, state and national issues.</td>
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<tr>
<td>SS.912.CG.2.10:</td>
<td>Analyze the influence and effects of various forms of media and the internet in political communication. Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). Students will describe how the methods used by political officials to communicate with the public has changed over time. Students will discuss the strengths and weaknesses of different methods of political communication.</td>
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<tr>
<td>SS.912.CG.3.1:</td>
<td>Analyze how certain political ideologies conflict with the principles of freedom and democracy. Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism). Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States’ constitutional republic from authoritarian and totalitarian nations.</td>
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<tr>
<td>SS.912.CG.3.2:</td>
<td>Explain how the U.S. Constitution safeguards and limits individual rights. Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights. Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</td>
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<td>SS.912.CG.3.3:</td>
<td>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution. Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate. Students will identify the methods for determining the number of members in the House of Representatives and the Senate. Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws). Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government. Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution. Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution.</td>
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</table>
Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

Describe how independent regulatory agencies interact with the three branches of government and with citizens.

- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will express that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.

Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

Explain the judicial decision-making process in interpreting law at the state and national levels.

- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

Analyze how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

Evaluate how citizens are affected by the local, state and national governments.

- Students will identify local government officials and employees who affect the daily lives of citizens.
- Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
- Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.
- Students will explain how government at all levels impacts the daily lives of citizens.

Analyze how U.S. foreign policy supports democratic principles and protects human rights around the world.

- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.1.4: Clarifications:
- Examples are thematic, contour, and dot-density.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Compare time measurement systems used by different cultures.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1: Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1: Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1: Clarifications:
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.4.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.6.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.7.1:**
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.
### Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic discussions discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### English language learners communicate for social and instructional purposes within the school setting.

**Clarifications:**

ELD.K12.ELL.SS.1: 

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

ELD.K12.ELL.SI.1: 

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

HE.912.C.2.4: 

Clarifications:

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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### General Course Information and Notes

#### GENERAL NOTES

**Comprehensive Law** - The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)
**Course Number:** 2106375

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences

**Abbreviated Title:** COMPRE LAW HON

**Course Length:** Year (Y)

**Course Attributes:**
- Honors

**Course Level:** 3

### Educator Certifications

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Law (Secondary Grades 7-12)</td>
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</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5: | Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf  
**Clarifications:** |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7: | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.  
**Clarifications:** |
| SS.912.A.2.4: | Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.  
**Clarifications:** Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.5: | Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.C.1.1: | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| SS.912.C.1.2: | Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights. |
| SS.912.C.1.3: | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| SS.912.C.1.4: | Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights. |
| SS.912.C.1.5: | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| SS.912.C.2.1: | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. |
| SS.912.C.2.2: | Evaluate the importance of political participation and civic participation.  
Experience the responsibilities of citizens at the local, state, or federal levels.  
**Clarifications:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| SS.912.C.2.3: | Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. |
| SS.912.C.2.4: | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |
| SS.912.C.2.5: | Explain why rights have limits and are not absolute.  
**Clarifications:** Examples are speech, search and seizure, religion, gun possession. |
| SS.912.C.2.6: | Analyze the impact of citizen participation as a means of achieving political and social change.  
**Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. |
| SS.912.C.2.7: | Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.  
**Clarifications:** Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965. |
| SS.912.C.2.8: | Monitor current public issues in Florida.  
**Clarifications:** |
**SS.912.C.2.11:** Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

**SS.912.C.2.12:** Explain the changing roles of television, radio, press, and Internet in political communication.

**SS.912.C.2.13:** Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

**SS.912.C.2.14:** Clarifications: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

**SS.912.C.2.15:** Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

**SS.912.C.3.1:** Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

**SS.912.C.3.2:** Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

**SS.912.C.3.3:** Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

**SS.912.C.3.4:** Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

**SS.912.C.3.5:** Identify the impact of independent regulatory agencies in the federal bureaucracy.

**SS.912.C.3.6:** Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

**SS.912.C.3.7:** Describe the role of judicial review in American constitutional government.

**SS.912.C.3.8:** Clarifications: Examples are decisions based on the law vs. will of the majority.

**SS.912.C.3.9:** Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

**SS.912.C.3.10:** Evaluate the significance and outcomes of landmark Supreme Court cases.

**SS.912.C.3.11:** Clarifications: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

**SS.912.C.3.12:** Interpret population growth and other demographic data for any given place.

**SS.912.C.3.13:** Clarifications: Examples are Magna Carta, parliament, habeas corpus.

**SS.912.C.3.14:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.


**SS.912.C.3.16:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**SS.912.C.3.17:** Clarifications: Examples are thematic, contour, and dot-density.

**SS.912.C.3.18:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**SS.912.C.3.19:** Clarifications: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

**SS.912.C.3.20:** Use timelines to establish cause and effect relationships of historical events.

**SS.912.C.3.21:** Interpret and evaluate primary and secondary sources.

**SS.912.C.3.22:** Clarifications: Examples are artifacts, images, auditory and written sources.

**SS.912.C.3.23:** Analyze how events are explained by artistic and cultural trends of the past.

**SS.912.C.3.24:** Clarifications: Examples are education, transportation, crime prevention, funding of services.

**SS.912.C.3.25:** Interpret and evaluate primary and secondary sources.

**SS.912.C.3.26:** Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

**SS.912.C.3.27:** Evaluate the role of history in shaping identity and character.

**SS.912.C.3.28:** Clarifications: Examples are ethnic, cultural, personal, national, religious.

**SS.912.C.3.29:** Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

**SS.912.C.3.30:** Clarifications: Examples are Magna Carta, parliament, habeas corpus.

**SS.912.C.3.31:** Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

**LAFS.910.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**LAFS.910.RH.1.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LAFS.910.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RH.2.5:</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.6:</td>
<td>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.7:</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.8:</td>
<td>Assess the extent to which the reasoning and evidence in a text support the author's claims.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.9:</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
<tr>
<td>LAFS.910.RH.4.10:</td>
<td>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.2:</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4:</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.1:</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>a.</td>
<td>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b.</td>
<td>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</td>
</tr>
<tr>
<td>C.</td>
<td>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td>d.</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>e.</td>
<td>Provide a concluding statement or section that follows from or supports the argument presented.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.4:</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>a.</td>
<td>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b.</td>
<td>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</td>
</tr>
<tr>
<td>C.</td>
<td>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td>d.</td>
<td>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</td>
</tr>
<tr>
<td>e.</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>f.</td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.5:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.6:</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.7:</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</td>
</tr>
<tr>
<td>LAFS.910.WHST.3.7:</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>LAFS.910.WHST.3.8:</td>
<td>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>LAFS.910.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>LAFS.910.WHST.4.10:</td>
<td>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>MAFS.912.S-IC.2.3:</td>
<td>Represent data with plots on the real number line (dot plots, histograms, and box plots). ★</td>
</tr>
<tr>
<td>MAFS.912.S-IC.2.4:</td>
<td>Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★</td>
</tr>
<tr>
<td>MAFS.912.S-IC.2.5:</td>
<td>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★</td>
</tr>
<tr>
<td>MAFS.912.S-IC.2.6:</td>
<td>Evaluate reports based on data. ★</td>
</tr>
<tr>
<td>Standard Relation to Course: Supporting</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
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</tr>
</tbody>
</table>

**MAFS.912.S-ID.1.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting |

<table>
<thead>
<tr>
<th>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★</th>
</tr>
</thead>
<tbody>
<tr>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
</tbody>
</table>

**MAFS.912.S-ID.1.3:** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course: Supporting |

**Make sense of problems and persevere in solving them.**
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**ELD.K12.ELL.SL.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SL.5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Legal Systems and Concepts - The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106380
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >
Abbreviated Title: LEGAL SYSS & CONCS
Course Length: Semester (S)
Course Level: 2

Educator Certifications
Political Science (Grades 6-12)
Social Science (Grades 6-12)
Law (Secondary Grades 7-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <strong>Clarifications:</strong> Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <strong>Clarifications:</strong> Examples include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td><strong>Clarifications:</strong> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.C.2.11</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
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<tr>
<td>SS.912.C.12</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
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<tr>
<td>SS.912.C.13</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
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<tr>
<td>SS.912.C.15</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<tr>
<td>SS.912.C.31</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
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<tr>
<td>SS.912.C.32</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
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<tr>
<td>SS.912.C.33</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
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<tr>
<td>SS.912.C.34</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
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<tr>
<td>SS.912.C.35</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</td>
</tr>
<tr>
<td>SS.912.C.36</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.37</td>
<td>Describe the role of judicial review in American constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.38</td>
<td>Compare the role of judges on the state and federal level with other elected officials.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are decisions based on the law vs. will of the majority.</td>
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<tr>
<td>SS.912.C.39</td>
<td>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</td>
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<tr>
<td>SS.912.C.310</td>
<td>Evaluate the significance and outcomes of landmark Supreme Court cases.</td>
</tr>
<tr>
<td>SS.912.C.311</td>
<td>Contrast how the Constitution safeguards and limits individual rights.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Simulate the judicial decision-making process in interpreting law at the state and federal level.</td>
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<tr>
<td>SS.912.C.313</td>
<td>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</td>
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<tr>
<td>SS.912.C.314</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
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<tr>
<td>SS.912.C.315</td>
<td>Examine how power and responsibility are distributed, shared, and limited by the Constitution.</td>
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<tr>
<td>SS.912.C.313</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
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<tr>
<td>SS.912.C.312</td>
<td><strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td><strong>Clarifications:</strong> Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Analyze how current events are explained by artistic and cultural trends of the past.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td><strong>Clarifications:</strong> Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td><strong>Clarifications:</strong> Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td><strong>Clarifications:</strong> Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.C.312</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<td>• Ask questions that will help with solving the task.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**MA.K12.MTR.6.1:**
- Assess the reasonableness of solutions.
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

### Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**MA.K12.MTR.2.1:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts.
- Teachers who engage in discussions that reflect on the mathematical thinking of self and others.
- Teachers who complete tasks with mathematical fluency.
- Teachers who demonstrate understanding by representing problems in multiple ways.
- Teachers who encourage students to participate actively in effortful learning both individually and with others.

### Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**MA.K12.MTR.3.1:**
- Clarifications:
  - Teachers who encourage students to complete tasks with mathematical fluency:
    - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
    - Offer multiple opportunities for students to practice efficient and generalizable methods.
    - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**MA.K12.MTR.4.1:**
- Clarifications:
  - Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
    - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
    - Create opportunities for students to discuss their thinking with peers.
    - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
    - Develop students' ability to analyze and problem solve.
    - Foster perseverance in students by choosing tasks that are challenging.

### Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.5.1:**
- Clarifications:
  - Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
    - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
    - Support students to develop generalizations based on the similarities found among problems.
    - Provide opportunities for students to create plans and procedures to solve problems.
    - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.
### General Course Information and Notes

**GENERAL NOTES**

### Clarifications:

**Teachers who encourage students to assess the reasonableness of solutions:**
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**Clarifications:**

- Mathematically who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

### Clarifications:

**K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.**

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

### Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because ________." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**English language learners communicate for social and instructional purposes within the school setting.**

**English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.**

**Evaluate how public health policies and government regulations can influence health promotion and disease prevention.**

**Clarifications:**

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Legal Systems and Concepts - The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen’s role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106380
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: LEGAL SYSS & CONCS
Course Length: Semester (S)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Number of Credits: Half credit (.5)

Educator Certifications
- Political Science (Grades 6-12)
- Social Science (Grades 6-12)
- Law (Secondary Grades 7-12)
## Course Standards

<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:**  
Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5: | Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bil/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7: | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.  
**Clarifications:**  
Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. |
| SS.912.A.2.4: | Explain the influence of Enlightenment ideas on the Declaration of Independence.  
- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.  
- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.  
- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.  
| SS.912.A.2.5: | Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.  
- Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.  
- Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights. |
| SS.912.CG.1.2: | Explain how the ideas and principles expressed in the founding documents shape America as a constitutional republic.  
- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.  
- Students will evaluate how the documents are connected to one another.  
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.  
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| SS.912.CG.1.3: | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
- Students will explain how the structure and function of the U.S. government reflects these political principles.  
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.1.5: | Explain the constitutional provisions that establish and affect citizenship.  
- Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).  
- Students will compare birthright citizenship, permanent residency and naturalization in the United States.  
- Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). |
| SS.912.CG.2.1: | Explain the importance of political and civic participation to the success of the United States’ constitutional republic. |
SS.912.CG.2.2: Students will discuss various ways in which U.S. citizens can exercise political and civic participation.

SS.912.CG.2.3: Explain the responsibilities of citizens at the local, state and national levels.

SS.912.CG.2.4: Students will discuss the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

SS.912.CG.2.5: Analyze contemporary and historical examples of government-imposed restrictions on rights.

SS.912.CG.2.6: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.

SS.912.CG.2.8: Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

SS.912.CG.2.9: Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

SS.912.CG.2.10: Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

SS.912.CG.2.11: Analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.2.12: Analyze how certain political ideologies conflict with the principles of freedom and democracy.

SS.912.CG.2.13: Explain how the U.S. Constitution safeguards and limits individual rights.

SS.912.CG.2.14: Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

SS.912.CG.3.1: Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.

SS.912.CG.3.2: Students will identify the methods for determining the number of members in the House of Representatives and the Senate.

SS.912.CG.3.3: Students will describe the ways in which citizens can exercise political and civic participation (e.g., voting, volunteering and being informed, respecting laws).
### Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

### Describe how independent regulatory agencies interact with the three branches of government and with citizens.
- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

### Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will explain that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.

### Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

### Describe the purpose and function of judicial review in the American constitutional government.
- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

### Compare the role of state and federal judges with other elected officials.
- Students will compare the ways state and federal judges are appointed compared to other elected officials.
- Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
- Students will compare the decision-making process of judges compared to other political figures.

### Analyze the levels and responsibilities of state and federal courts.
- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

### Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

### Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

### Explain the judicial decision-making process in interpreting law at the state and national levels.
- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

### Explain how citizens are affected by the local, state and national governments.
- Students will identify local government officials and employees who affect the daily lives of citizens.
- Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
- Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.
- Students will explain how government at all levels impacts the daily lives of citizens.

### Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

### Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**Clarifications:**
Examples are thematic, contour, and dot-density.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

**Clarifications:**
Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

**Clarifications:**
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

**Clarifications:**
Examples are ethnic, cultural, personal, national, religious.

SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

**Clarifications:**
Examples are Magna Carta, parliament, habeas corpus.

SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

**Clarifications:**
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- MA.K12.MTR.4.1: Recognize errors and suggest how to correctly solve the task. Justify results by explaining methods and processes. Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate. Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- Make inferences to support comprehension.

**Clarifications:**
 Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ElA.K12.EE.3.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because ________” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ElA.K12.EE.4.1: Use the accepted rules governing a speciﬁc format to create quality work.

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ElA.K12.EE.5.1: Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ElA.K12.EE.6.1: Evaluate how public health policies and government regulations can inﬂuence health promotion and disease prevention.

Clariﬁcations:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

General Information

Course Number: 2106380
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Political Sciences >

General NOTES

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1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Educator Certifications

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<td>SS.912.C.2.3</td>
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<td>SS.912.C.2.4</td>
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<td>SS.912.C.2.10</td>
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<td>Clarifications:</td>
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<tr>
<td>SS.912.C.3.1</td>
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<td>SS.912.C.3.2</td>
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<td>Clarifications:</td>
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<td>SS.912.C.3.5</td>
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<td>SS.912.C.3.6</td>
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<td>SS.912.C.3.7</td>
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<td>Clarifications:</td>
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<td>SS.912.C.3.9</td>
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<td>SS.912.C.3.10</td>
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<td>SS.912.C.3.11</td>
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<td>SS.912.C.3.12</td>
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<td>Clarifications:</td>
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<tr>
<td>SS.912.C.3.13</td>
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<td>SS.912.C.3.14</td>
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</table>
SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same or similar events in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.RH.1.2: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.RH.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.RH.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.RH.1.3: Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.RH.1.1: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

| MAFS.912.S-IC.1.1: | Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★ Standard Relation to Course: Supporting |
| MAFS.912.S-IC.1.2: | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Standard Relation to Course: Supporting |
| MAFS.912.S-IC.1.3: | Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★ Standard Relation to Course: Supporting |
| MAFS.912.S-IC.1.4: | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★ Standard Relation to Course: Supporting |
| MAFS.912.S-ID.1.1: | In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. Standard Relation to Course: Supporting |
| MAFS.912.S-ID.1.2: | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Standard Relation to Course: Supporting |
| MAFS.912.S-ID.1.3: | Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★ Standard Relation to Course: Supporting |
| MAFS.912.S-ID.1.4: | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★ Standard Relation to Course: Supporting |

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument— explain what is right. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other strategies. Older students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

<table>
<thead>
<tr>
<th>MAFS.K12.MP.6.1:</th>
<th>Attend to precision.</th>
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<tbody>
<tr>
<td>English language learners sometimes communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</td>
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</table>

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<thead>
<tr>
<th>ELD.K12.ELL.S1.1:</th>
<th>English language learners communicate for social and instructional purposes within the school setting.</th>
</tr>
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<tbody>
<tr>
<td>ELD.K12.ELL.S5.1:</td>
<td>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</td>
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</table>

General Course Information and Notes

**GENERAL NOTES**

**Court Procedures** – The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative study of the structure, processes and procedures of the judicial systems of countries, and career choices in the judicial system.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>2106390</th>
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<tr>
<td>Number of Credits:</td>
<td>Half credit (.5)</td>
</tr>
<tr>
<td>Course Type:</td>
<td>Elective Course</td>
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<tr>
<td>Course Status:</td>
<td>Course Approved</td>
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<tr>
<td>Grade Level(s):</td>
<td>9,10,11,12</td>
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<td>Course Path:</td>
<td>Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Political Sciences &gt; Abbreviated Title: COURT PROCED</td>
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<tr>
<td>Course Length:</td>
<td>Semester (S)</td>
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Educator Certifications
<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<tr>
<td>SS.912.A.1.5</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
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<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
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<tr>
<td>SS.912.C.3.1.1</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<tr>
<td>SS.912.C.3.1.5</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.3.2.3</td>
<td>Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
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<tr>
<td>SS.912.C.3.2.6</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<td>SS.912.C.3.2.7</td>
<td>Explain why rights have limits and are not absolute.</td>
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<td>SS.912.C.3.2.9</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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<td>SS.912.C.3.2.10</td>
<td>Monitor current public issues in Florida.</td>
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<td>SS.912.C.3.1.1</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
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<tr>
<td>SS.912.C.3.2.2</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
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<tr>
<td>SS.912.C.3.5</td>
<td>Clarifications: Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</td>
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<tr>
<td>SS.912.C.3.6</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
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<tr>
<td>SS.912.C.3.7</td>
<td>Describe the role of judicial review in American constitutional government.</td>
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<tr>
<td>SS.912.C.3.8</td>
<td>Compare the role of judges on the state and federal level with other elected officials.</td>
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<tr>
<td>SS.912.C.3.9</td>
<td>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</td>
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<tr>
<td>SS.912.C.3.10</td>
<td>Evaluate the significance and outcomes of landmark Supreme Court cases.</td>
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<tr>
<td>SS.912.C.3.11</td>
<td>Contrast how the Constitution safeguards and limits individual rights.</td>
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<tr>
<td>SS.912.C.3.12</td>
<td>Simulate the judicial decision-making process in interpreting law at the state and federal level.</td>
</tr>
<tr>
<td>SS.912.C.3.13</td>
<td>Clarifications: Examples are education, transportation, crime prevention, funding of services.</td>
</tr>
<tr>
<td>SS.912.C.3.14</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
</tr>
</tbody>
</table>
Examine how power and responsibility are distributed, shared, and limited by the Constitution.

Assess human rights policies of the United States and other countries.

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
Examples are thematic, contour, and dot-density.

Interpret population growth and other demographic data for any given place.

Analyze how current events are explained by artistic and cultural trends of the past.

Use timelines to establish cause and effect relationships of historical events.

Interpret and evaluate primary and secondary sources.

Clarifications:
Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4:

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who participate in effortful learning both individually and with others:

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

Complete tasks with mathematical fluency:

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Use appropriate voice and tone when speaking or writing.

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**GENERAL INFORMATION**

**Course Number:** 2106390

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Levels:** 9,10,11,12

**Course Path:** Grades PreK to 12 Education

**Courses > Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences >

**Abbreviated Title:** COURT PROCED

**Course Length:** Semester (S)

**Course Level:** 2
## Educator Certifications

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### Course Standards

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<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
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<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<td>SS.912.A.1.5</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
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<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
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<td>SS.912.CG.1.4</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td>
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<tr>
<td>SS.912.CG.2.3</td>
<td>Explain the responsibilities of citizens at the local, state and national levels.</td>
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<td>SS.912.CG.2.5</td>
<td>Analyze contemporary and historical examples of government-imposed restrictions on rights.</td>
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<td>SS.912.CG.2.6</td>
<td>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</td>
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<td>SS.912.CG.2.12</td>
<td>Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.</td>
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<td>SS.912.CG.3.1</td>
<td>Analyze how certain political ideologies conflict with the principles of freedom and democracy.</td>
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<tr>
<td>SS.912.CG.3.2</td>
<td>Explain the U.S. Constitution safeguards and limits individual rights.</td>
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<td>SS.912.CG.3.5</td>
<td>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</td>
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**Clarifications:**
- Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the role of Founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.
- Students will explain the role of Founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.
- Students will examine how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the "general welfare clause" and "necessary and proper clause" in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.

**SS.912.CG.3.6:**
Analyze the structures, functions, and processes of the judicial branch as described in Article III of the U.S. Constitution.

- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

**SS.912.CG.3.7:**
Describe the purpose and function of judicial review in the American constitutional government.

- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

**SS.912.CG.3.8:**
Compare the role of state and federal judges with other elected officials.

- Students will compare the ways state and federal judges are appointed compared to other elected officials.
- Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
- Students will compare the decision-making process of judges compared to other political figures.

**SS.912.CG.3.9:**
Analyze the levels and responsibilities of state and federal courts.

- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will describe the role of the Supreme Court and federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

**SS.912.CG.3.10:**
Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

**SS.912.CG.3.11:**
Explain the judicial decision-making process in interpreting law at the state and national levels.

- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

**SS.912.CG.3.12:**
Explain how citizens are affected by the local, state and national governments.

- Students will identify local government offices and employees who affect the daily lives of citizens.
- Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
- Students will identify how government at all levels impacts the daily lives of citizens.

**SS.912.CG.3.13:**
Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**SS.912.CG.3.14:**
Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

- Students will use geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**SS.912.G.1.4:**
Claroifications:
Examples are thematic, contour, and dot-density.

**SS.912.G.4.1:**
Interpret population growth and other demographic data for any given place.

**SS.912.H.1.6:**
Analyze how current events are explained by artistic and cultural trends of the past.

**SS.912.W.1.1:**
Use timelines to establish cause and effect relationships of historical events.

**SS.912.W.1.3:**
Interpret and evaluate primary and secondary sources.

**SS.912.W.1.4:**
Explain how historians use historical inquiry and other sciences to understand the past.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**

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<tr>
<td>Cultivate a community of growth mindset learners.</td>
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<tr>
<td>Foster perseverance in students by choosing tasks that are challenging.</td>
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<tr>
<td>Develop students' ability to analyze and problem solve.</td>
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<td>Recognize students' effort when solving challenging problems.</td>
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**MA.K12.MTR.2.1:**

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<tr>
<td>Build understanding through modeling and using manipulatives.</td>
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<td>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<tr>
<td>Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>Express connections between concepts and representations.</td>
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<td>Choose a representation based on the given context or purpose.</td>
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<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
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<td>Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td>Complete tasks accurately and with confidence.</td>
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<td>Adapt procedures to apply them to a new context.</td>
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<td>Use feedback to improve efficiency when performing calculations.</td>
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<td>Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<td>Analyze the mathematical thinking of others.</td>
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<td>Compare the efficiency of a method to those expressed by others.</td>
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<td>Recognize errors and suggest how to correctly solve the task.</td>
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<td>Justify results by explaining methods and processes.</td>
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<td>Support students to develop generalizations based on the similarities found among problems.</td>
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<td>Provide opportunities for students to create plans and procedures to solve problems.</td>
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Assess the reasonableness of solutions.

**Mathematicians who assess the reasonableness of solutions:**

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- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**MA.K12.MTR.6.1:**

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- Read and comprehend grade-level complex texts proficiently.

**ELA.K12.EE.3.1:**

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- Make inferences to support comprehension.

**ELA.K12.EE.4.1:**

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.5.1:**

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.6.1:**

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- Use appropriate voice and tone when speaking or writing.

**ELD.K12.ELL.SI.1:**

- English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:**

- Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
**Court Procedures** - The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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### GENERAL INFORMATION

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<th>2106390</th>
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<tr>
<td>Course Path</td>
<td>Section: Grades PreK to 12 Education Courses</td>
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<tr>
<td>Number of Credits</td>
<td>Half credit (.5)</td>
</tr>
<tr>
<td>Course Type</td>
<td>Elective Course</td>
</tr>
<tr>
<td>Course Status</td>
<td>Draft - Course Pending Approval</td>
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<td>Grade Level(s)</td>
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# Humane Letters 1 History (#2106410) 2019 - 2022 (current)

## Course Standards

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| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
Clariﬁcations: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
Clariﬁcations: Review causes and consequences of the Civil War. |
| SS.912.A.2.1: | Assess the inﬂuence of signiﬁcant people or groups on Reconstruction.  
Clariﬁcations: Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Speciﬁcations pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.2: | Compare the ﬁrst and second Industrial Revolutions in the United States.  
Clariﬁcations: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Speciﬁcations pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.2: | Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.  
Clariﬁcations: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Speciﬁcations pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.3: | Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).  
Clariﬁcations: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Speciﬁcations page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.10: | Review different economic and philosophic ideologies.  
Clariﬁcations: Economic examples may include, but are not limited to, capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Speciﬁcations page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.4.5: | Examine causes, course, and consequences of United States involvement in World War I.  
Clariﬁcations: Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Speciﬁcations pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
Identify causes for Post-World War II prosperity and its effects on American society.

**Clarifications:** Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLODE End-of-Course (EOC) Assessments webpage and the FLODE Social Studies webpage.

| SS.912.A.7.1: | Identify causes for Post-World War II prosperity and its effects on American society. |
| SS.912.A.7.1: | **Clarifications:** Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLODE End-of-Course (EOC) Assessments webpage and the FLODE Social Studies webpage. |
District of Columbia v. Heller.

SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.

SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Clarifications:
Examples are education, transportation, crime prevention, funding of services.

SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).

SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.4.1: Explain how the world's nations are governed differently.

SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.4: Compare indicators of democratization in multiple countries.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation when responding to others.

b. Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate ideas), clear goals and deadlines, and individual roles as needed.

c. Propet conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaim(s) fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and needs.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the discipline's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Use the mean and standard deviation of a data set to fit it to a normal distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

★ Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

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★ Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

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★ Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Elementary students construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
The Humane Letters 1 -History course has content strands of Geography, Civics and Government, and History. Goal of the course is understanding the foundational principles of the American Republic and the structures and frameworks of government that supports the constitutional republic. It will explore the philosophical ideas around the function of the state, civil society, political movements, and ideologies as well as comparative forms of government. Additionally, the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include philosophical influences of the American Founders, the fundamental ideas and events that shaped the founding of the United States, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

**GENERAL NOTES**

**Instructional Practices**

Teaching from well-written, instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Usage of primary source documents
2. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
3. Making close reading and rereading of texts central to lessons.
4. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
5. Requiring students to support answers with evidence from the text.
6. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2106410

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Graduation Requirement:** United States Government

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: HUM LET 1 HISTORY

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Educator Certifications**

Political Science (Grades 6-12)

History (Grades 6-12)

Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Review causes and consequences of the Civil War.**  
**Clarifications:**  
Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.2: | Assess the influence of significant people or groups on Reconstruction.  
**Clarifications:**  
Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.2: | Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.3: | Compare the first and second Industrial Revolutions in the United States.  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  
Examples may include, but are not limited to, trade, development of new industries. |
| SS.912.A.3.8: | Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).  
**Clarifications:**  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.10: | Review different economic and philosophic ideologies.  
**Clarifications:**  
Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.4.5: | Examine causes, course, and consequences of United States involvement in World War I.  
**Clarifications:**  
Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.7.1 | Identify causes for Post-World War II prosperity and its effects on American society. |
| SS.912.A.7.7 | This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FDOE End-of-Course (EOC) Assessments webpage and the FDOE Social Studies webpage. |
| SS.912.C.1.1 | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| SS.912.C.1.2 | Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights. |
| SS.912.C.1.3 | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| SS.912.C.1.4 | Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights. |
| SS.912.C.1.5 | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| SS.912.C.1.6 | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. |
| SS.912.C.2.2 | Evaluate the importance of political participation and civic participation. |
| SS.912.C.2.3 | Experience the responsibilities of citizens at the local, state, or federal levels. |
| SS.912.C.2.4 | Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. |
| SS.912.C.2.5 | Conduct a service project to further the public good. |
| SS.912.C.2.6 | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |
| SS.912.C.2.7 | Explain why rights have limits and are not absolute. |
| SS.912.C.2.8 | Analyze the impact of citizen participation as a means of achieving political and social change. |
| SS.912.C.2.9 | Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. |
| SS.912.C.2.10 | Monitor current public issues in Florida. |
| SS.912.C.2.11 | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. |
| SS.912.C.2.12 | Explain the changing roles of television, radio, press, and Internet in political communication. |
| SS.912.C.2.13 | Evaluate the processes and results of an election at the state or federal level. |
| SS.912.C.2.14 | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| SS.912.C.2.15 | Analyze trends in voter turnout. |
| SS.912.C.2.16 | Examples are On-line Sunshine, media, e-mails to government officials, political text messaging. |
| SS.912.C.2.17 | Examples include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s. |
| SS.912.C.3.1 | Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights. |
| SS.912.C.3.2 | Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government. |
| SS.912.C.3.3 | Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution. |
| SS.912.C.3.4 | Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. |
| SS.912.C.3.5 | Identify the impact of independent regulatory agencies in the federal bureaucracy. |
| SS.912.C.3.6 | Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution. |
| SS.912.C.3.7 | Describe the role of judicial review in American constitutional government. |
| SS.912.C.3.8 | Compare the role of judges on the state and federal level with other elected officials. |
| SS.912.C.3.9 | Identify causes for Post-World War II prosperity and its effects on American society. |
| SS.912.C.3.10 | Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. |
| SS.912.C.3.11 | Evaluate the significance and outcomes of landmark Supreme Court cases. |
Contrast how the Constitution safeguards and limits individual rights.

Simulate the judicial decision-making process in interpreting law at the state and federal level.

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Examples are education, transportation, crime prevention, funding of services.

Examine constitutional powers (expressed, implied, concurrent, reserved).

Examine how power and responsibility are distributed, shared, and limited by the Constitution.

Compare indicators of democratization in multiple countries.

Explain how the world's nations are governed differently.

Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
MA.K12.MTR.5.1:
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

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ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

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ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

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ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Clarifications:**
- Use the accepted rules governing a specific format to create quality work.
General Course Information and Notes

VERSION DESCRIPTION

The Humane Letters 1 -History course has content strands of Geography, Civics and Government, and History. Goal of the course is understanding the foundational principles of the American Republic and the structures and frameworks of government that supports the constitutional republic. It will explore the philosophical ideas around the function of the state, civil society, political movements, and ideologies as well as comparative forms of government. Additionally, the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include philosophical influences of the American Founders, the fundamental ideas and events that shaped the founding of the United States, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

GENERAL NOTES

Instructional Practices

Teaching from well-written, instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Usage of primary source documents
2. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
3. Making close reading and rereading of texts central to lessons.
4. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
5. Requiring students to support answers with evidence from the text.
6. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106410

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Political Sciences >
Abbreviated Title: HUM LET 1 HISTORY

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Class Size Core Required
Course Type: Core Academic Course
Course Level: 2
Graduation Requirement: United States Government

Educator Certifications

- Political Science (Grades 6-12)
- History (Grades 6-12)
- Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td>SS.912.A.2.1</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td>SS.912.A.3.2</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.3</td>
<td>Compare the first and second Industrial Revolutions in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.8</td>
<td>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.</td>
</tr>
<tr>
<td>SS.912.A.4.5</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
</tbody>
</table>
### SS.912.A.7.1:

**Identify causes for Post-World War II prosperity and its effects on American society.**

**Clarifications:**
Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.

**Specifications pages**
- The U.S. History End-of-Course Assessment.
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Specifications pages 47-48. Additional resources may be found on the FDOE End-of-Course (EOC) Assessments webpage and the FDOE Social Studies webpage.

| SS.912.CG.1.1: | Examine how influential ideas in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights. |
| SS.912.CG.1.2: | Explain the influence of Enlightenment ideas on the Declaration of Independence. |
| SS.912.CG.1.3: | Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government. |
| SS.912.CG.1.4: | Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic. |
| SS.912.CG.1.5: | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, majority rule, representative government, republicanism, rule of law and separation of powers. |
| SS.912.CG.2.1: | Explain the constitutional provisions that establish and affect citizenship. |
| SS.912.CG.2.2: | Explain the importance of political and civic participation to the success of the United States' constitutional republic. |
| SS.912.CG.2.3: | Explain the responsibilities of citizens at the local, state and national levels. |
| SS.912.CG.2.4: | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good. |
| SS.912.CG.2.5: | Analyze contemporary and historical examples of government-imposed restrictions on rights. |
SS.912.CG.2.6:
- Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

SS.912.CG.2.7:
- Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

SS.912.CG.2.8:
- Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will identify historical examples of interest groups, media and individuals influencing public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.2.9:
- Explain the process and procedures of elections at the state and national levels.
- Students will identify the different primary formats and how political parties nominate candidates using primaries.
- Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).
- Students will explain the process by which candidates register to be part of state and national elections.
- Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).
- Students will evaluate the role of debates in elections.

SS.912.CG.2.10:
- Analyze factors that contribute to voter turnout in local, state and national elections.
- Students will explain trends in voter turnout.
- Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).
- Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

SS.912.CG.2.11:
- Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

SS.912.CG.2.12:
- Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

SS.912.CG.2.13:
- Analyze the influence and effects of various forms of media and the internet in political communication.
- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

SS.912.CG.3.1:
- Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- Students will identify political ideologies that conflict with the principles of freedom and democracy (e.g., communism and totalitarianism).
- Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

SS.912.CG.3.2:
- Explain how the U.S. Constitution safeguards and limits individual rights.
- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.3:
- Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
- Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify and describe the "enumerated powers" delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

SS.912.CG.3.4:
- Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
- Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.
- Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.
- Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.
- Students will describe the impeachment process.

Describe how independent regulatory agencies interact with the three branches of government and with citizens.
| SS.912.CG.3.5: | Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.  
Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies. |
| SS.912.CG.3.6: | Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.  
Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).  
Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.  
Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.  
Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).  
Students will explain how reserved powers define issues as matters for the people or the state governments.  
Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism. |
| SS.912.CG.3.7: | Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.  
Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.  
Students will describe the role of the Supreme Court and lesser federal courts.  
Students will explain what Article III says about judicial tenure, appointment and salaries.  
Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury. |
| SS.912.CG.3.8: | Describe the purpose and function of judicial review in the American constitutional government.  
Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.  
Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution. |
| SS.912.CG.3.9: | Compare the role of state and federal judges with other elected officials.  
Students will compare the ways state and federal judges are appointed compared to other elected officials.  
Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.  
Students will compare the decision-making process of judges compared to other political figures. |
| SS.912.CG.3.10: | Analyze the levels and responsibilities of state and federal courts.  
Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.  
Students will recognize that the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.  
Students will contrast the differences among civil trials and criminal trials at the state level.  
Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine). |
| SS.912.CG.3.11: | Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.  
Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).  
Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.  
Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments. |
| SS.912.CG.3.12: | Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.  
Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.  
Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.  
Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).  
Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement). |
| SS.912.CG.3.13: | Explain how issues between Florida, other states and the national government are resolved.  
Students will explain the concept of federalism as it applies to each issue.  
Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seaboards, civil rights). |
| SS.912.CG.3.14: | Explain the judicial decision-making process in interpreting law at the state and national levels.  
Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.  
Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.  
Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law. |
| SS.912.CG.3.15: | Explain how citizens are affected by the local, state and national governments.  
Students will identify local government officials and employees who affect the daily lives of citizens.  
Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.  
Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.  
Students will explain how government at all levels impacts the daily lives of citizens. |
| SS.912.CG.4.1: | Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.  
Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).  
Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).  
Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population. |
| SS.912.CG.4.2: | Explain how the United States uses foreign policy to influence other nations.  
Students will explain how the policies of other nations influence U.S. policy and society.  
Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).  
Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development). |
### SS.912.CG.4.3:
**States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International.**
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

**Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.**
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

### SS.912.CG.4.4:
**Identify indicators of democratization in foreign countries.**
- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

### Mathematics Standards

#### MA.K12.MTR.1.1:
- **Mathematicians who participate in effortful learning both individually and with others:**
  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

#### MA.K12.MTR.2.1:
- **Mathematicians who demonstrate understanding by representing problems in multiple ways:**
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

### Clarifications:

#### MA.K12.MTR.1.1:
- **Teachers who encourage students to participate actively in effortful learning both individually and with others:**
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

#### MA.K12.MTR.2.1:
- **Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:**
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### Complete tasks with mathematical fluency.

- **Mathematicians who complete tasks with mathematical fluency:**
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

#### MA.K12.MTR.3.1:
- **Teachers who encourage students to complete tasks with mathematical fluency:**
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others.

- **Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

#### MA.K12.MTR.4.1:
- **Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:**
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts.

- **Mathematicians who use patterns and structure to help understand and connect mathematical concepts:**
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
MA.K12.MTR.5.1:
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to
The Humane Letters 1 – History course has content strands of Geography, Civics, and Government, and History. Goal of the course is understanding the foundational principles of the American Republic and the constitutional republic. It will explore the philosophical ideas around the function of the state, civil society, political movements, and ideologies as well as comparative forms of government. Additionally, the course pertains to the study of government institutions and processes and their historical impact on American society. Content should include philosophical influences of the American Founders, the fundamental ideas and events that shaped the founding of the United States, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state, and national level, and the political decision-making process.

Eld.K12 Ell.Sl.1: English language learners communicate for social and instructional purposes within the school setting.

Eld.K12 Ell.Ss.1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Eld.K12 Ell.Ss.2: English language learners communicate quality work.

ElA.K12.Ee.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

He.912.C.2.4:
Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

Version Description

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools:

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present, and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

General Notes

Instructional Practices

Teaching from well-written, instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Usage of primary source documents
2. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
3. Making close reading and re-reading of texts central to lessons.
4. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
5. Requiring students to support answers with evidence from the text.
6. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE's and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate information, ideas, and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

General Information
Educator Certifications

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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Course Number: 2106410

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Political Sciences >
Abbreviated Title: HUM LET 1 HISTORY

Course Length: Year (Y)

Course Attributes:
- Class Size Core Required

Course Level: 2

Grade Level(s): 9,10,11,12

Graduation Requirement: United States

Government
The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

**Course Path:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** Political Sciences > **Abbreviated Title:** AP US GOVT/POL

**Course Attributes:**
- Advanced Placement (AP)

**Course Level:** 3

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** United States Government

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**Educator Certifications**

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Advanced Placement United States Government and Politics (#2106420) 2022 - 2023

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2106420
Number of Credits: Half credit (.5)
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States Government

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: AP US GOVT/POL
Course Length: Semester (S)
Course Attributes:
- Advanced Placement (AP)
Course Level: 3

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VERSION DESCRIPTION

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2106420
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >
Abbreviated Title: AP US GOVT/POL
Course Length: Semester (S)
Course Attributes:
- Advanced Placement (AP)
Course Level: 3

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Advanced Placement Comparative Government and Politics (#2106430) 2014 - 2022 (current)

General Course Information and Notes

**GENERAL NOTES**

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

**GENERAL INFORMATION**

- **Course Number:** 2106430
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9, 10, 11, 12
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: AP COMP GOVT/POL
- **Number of Credits:** Half credit (.5)
- **Course Length:** Semester (S)
- **Course Attributes:**
  - Advanced Placement (AP)
- **Course Level:** 3

**Educator Certifications**

- Political Science (Grades 6-12)
- History (Grades 6-12)
- Social Science (Grades 6-12)
Advanced Placement Comparative Government and Politics (#2106430) 2022 - And Beyond

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2106430
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: AP COMP GOVT/POL
Course Length: Semester (S)
Course Attributes:
- Advanced Placement (AP)
Course Level: 3
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Educator Certifications

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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. |
| SS.912.A.1.5: | Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score) Florida's research process model accessible at: http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history. |
| SS.912.A.1.7: | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. |
| SS.912.A.3.10: | Review different economic and philosophic ideologies.  
**Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. |
| SS.912.A.7.11: | Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.  
**Clarifications:** Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. |
| SS.912.A.7.12: | Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.  
**Clarifications:** Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. |
| SS.912.A.7.14: | Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).  
**Clarifications:** Examples may include, but are not limited to, NAFTA, World Trade Organization. |
| SS.912.A.7.15: | Analyze the effects of foreign and domestic terrorism on the American people.  
**Clarifications:** Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. |
| SS.912.A.7.16: | Examine changes in immigration policy and attitudes toward immigration since 1950.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies page.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SS.912.C.4.1</td>
<td>Explain how the world's nations are governed differently.</td>
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<tr>
<td>SS.912.C.4.2</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
</tbody>
</table>
| SS.912.E.3.1 | Demonstrate the impact of inflation on world economies.  
**Clarifications:**  
Examples are oil prices, 1973 oil crisis, Great Depression, World War II. |
| SS.912.E.3.4 | Assess the economic impact of negative and positive externalities on the international environment.  
**Clarifications:**  
Examples of negative are pollution, global warming.  
Examples of positive are pure water, better air quality. |
| SS.912.E.3.5 | Compare the current United States economy with other developed and developing nations.  
**Clarifications:**  
Examples are standard of living, exchange rates, productivity, gross domestic product. |
| SS.912.G.4.1 | Interpret population growth and other demographic data for any given place. |
| SS.912.G.4.2 | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.3 | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.4.4 | Use geographic terms and tools to analyze case studies of issues in globalization.  
**Clarifications:**  
Examples are cultural imperialism, outsourcing. |
| SS.912.G.4.7 | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.G.4.9 | Use political maps to describe the change in boundaries and governments within continents over time. |
| SS.912.H.1.1 | Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.  
**Clarifications:**  
Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary. |
| SS.912.H.1.2 | Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.  
**Clarifications:**  
Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC. |
| SS.912.H.1.3 | Relate works in the arts to various cultures.  
**Clarifications:**  
Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman. |
| SS.912.H.1.4 | Explain philosophical beliefs as they relate to works in the arts.  
**Clarifications:**  
Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.1.5 | Examine artistic response to social issues and new ideas in various cultures.  
**Clarifications:**  
Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home. |
| SS.912.H.1.6 | Analyze how current events are explained by artistic and cultural trends of the past. |
| SS.912.H.3.1 | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.W.1.1 | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.2 | Compare time measurement systems used by different cultures.  
**Clarifications:**  
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |
SS.912.W.1.3: Clarifications:
Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.5: Clarifications:
Examples are competing interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6: Clarifications:
Examples are ethnic, cultural, personal, national, religious.

SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

SS.912.W.8.2: Clarifications:
Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.

SS.912.W.8.3: Clarifications:
Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China’s subsequent rise as a world power.

SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.5: Clarifications:
Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.8: Clarifications:
Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru.

SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10: Clarifications:
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.2: Clarifications:
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.4: Clarifications:
Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently, initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
**MAFS.912.S-ID.1.3:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clariﬁcations:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.4:** Use the mean and standard deviation of a data set to ﬁt it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**Standard Relation to Course: Supporting**

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K12.MP.1.1:** Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, deﬁnitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.K12.MP.3.1:** Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.5.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.6.1:**

**MAFS.K12.MP.1.1:**

**MAFS.K12.MP.3.1:**

**MAFS.K12.MP.5.1:**

**MAFS.K12.MP.6.1:**

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:**

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

GENERAL Course Information and Notes

**INTERNATIONAL NOTES**

International Relations – The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and
Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106440
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >
Abbreviated Title: INTL RLS
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 9,10,11,12

Educator Certifications

Political Science (Grades 6-12)
Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td><strong>Clari</strong> <strong>fications:</strong></td>
<td>Examples of primary and secondary sources may be found on websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score). Florida’s research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.</td>
</tr>
<tr>
<td>SS.912.A.7.11</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td>SS.912.A.7.12</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
<tr>
<td>SS.912.A.7.14</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, NAFTA, World Trade Organization.</td>
</tr>
<tr>
<td>SS.912.A.7.15</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</td>
</tr>
<tr>
<td>SS.912.A.7.16</td>
<td>Examine changes in immigration policy and attitudes toward immigration since 1950.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.4.1</td>
<td>Explain how the world’s nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
</tbody>
</table>

| SS.912.E.3.1 | Demonstrate the impact of inflation on world economies. |
| SS.912.E.3.2 | Assess the economic impact of negative and positive externalities on the international environment. |
| SS.912.E.3.3 | Compare the current United States economy with other developed and developing nations. |

| SS.912.G.1.1 | Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. |
| SS.912.G.1.2 | Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.3 | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4 | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. |

| SS.912.G.2.1 | Identify the physical characteristics and the human characteristics that define and differentiate regions. |
| SS.912.G.2.2 | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |
| SS.912.G.2.3 | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |

| SS.912.G.4.1 | Interpret population growth and other demographic data for any given place. |
| SS.912.G.4.2 | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.3 | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |

| SS.912.G.4.4 | Use geographic terms and tools to analyze case studies of issues in globalization. |
| SS.912.G.4.5 | Use political maps to describe the change in boundaries and governments within continents over time. |

| SS.912.H.1.1 | Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. |
| SS.912.H.1.2 | Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. |

| SS.912.H.1.3 | Relate works in the arts to various cultures. |
| SS.912.H.1.4 | Explain philosophical beliefs as they relate to works in the arts. |
| SS.912.H.1.5 | Examine artistic response to social issues and new ideas in various cultures. |

| SS.912.H.1.6 | Analyze how current events are explained by artistic and cultural trends of the past. |
| SS.912.H.3.1 | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.W.1.1 | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.2 | Compare time measurement systems used by different cultures. |
| SS.912.W.1.3 | Interpret and evaluate primary and secondary sources. |
SS.912.W.1.3: Clarifications: Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

SS.912.W.8.2: Describe characteristics of the early Cold War.

SS.912.W.8.3: Summarize key developments in post-war China.

SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.8.7: Describe post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.8: Compare the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.1: Describe the causes and effects of post-World War II economic and demographic changes.

SS.912.W.9.2: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.3: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
### MA.K12.MTR.2.1

Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1

Complete tasks with mathematical fluency.
- Mathematicians who complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1

Engage in discussions that reflect on the mathematical thinking of self and others.
- Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1

Use patterns and structure to help understand and connect mathematical concepts.
- Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1

Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
General Course Information and Notes

**International Relations** - The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.
Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106440
Course Path: Grades PreK to 12 Education
Course > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies
SubSubject: Political Sciences
Abbreviated Title: INTL RLS
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Level: 2

Educator Certifications
Political Science (Grades 6-12)
Social Science (Grades 6-12)
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Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, republic, theocracy).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

SS.912.CG.4.2:

Explain how the United States uses foreign policy to influence other nations.

- Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how the U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain why the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain why the U.S. response to international conflicts.

SS.912.CG.4.3:

Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

SS.912.E.3.1:

Demonstrate the impact of inflation on world economies.

- Clarifications: Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

SS.912.E.3.4:

Assess the economic impact of negative and positive externalities on the international environment.

- Clarifications: Examples are negative: pollution, global warming. Examples are positive: pure water, better air quality.

SS.912.E.3.5:

Compare the current United States economy with other developed and developing nations.

- Clarifications: Examples are standard of living, exchange rates, productivity, gross domestic product.

SS.912.G.4.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.4.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.4.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.4.4:

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

- Clarifications: Examples are thematic, contour, and dot-density.

SS.912.G.4.5:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

- Clarifications: Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, political, or social ramifications.

- Clarifications: Examples are desertification, global warming, cataclysmic natural disasters.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

- Clarifications: Examples are cultural imperialism, outsourcing.

SS.912.G.4.4:

Use geographic terms and tools to analyze case studies of issues in globalization.

SS.912.G.4.5:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.6:

Use political maps to describe the change in boundaries and governments within continents over time.

- Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

SS.912.H.1.1:

Explain how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

- Clarifications: Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.

SS.912.H.1.2:

Discuss how works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

- Clarifications: Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

SS.912.H.1.3:

Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.4: Clarifications:
- Examples are classical architecture, protest music, Native American dance, Japanese Noh.

SS.912.H.1.5: Clarifications:
- Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.

SS.912.H.1.6: Clarifications:
- Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.H.3.1: Clarifications:
- Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1: Clarifications:
- Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Clarifications:
- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.912.W.1.3: Clarifications:
- Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Clarifications:
- Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5:Clarifications:
- Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.6: Clarifications:
- Examples are ethnic, cultural, personal, national, religious.

SS.912.W.8.1: Clarifications:
- Describe characteristics of the early Cold War.

SS.912.W.8.2: Clarifications:

SS.912.W.8.3: Clarifications:
- Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.

SS.912.W.8.4: Clarifications:
- Summarize the causes and effects of the arms race and proxy wars in Asia, Africa, and the Middle East.

SS.912.W.8.5: Clarifications:
- Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

SS.912.W.8.6: Clarifications:
- Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.8.7: Clarifications:
- Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.8: Clarifications:
- Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

SS.912.W.8.9: Clarifications:
- Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10: Clarifications:
- Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

SS.912.W.9.1: Clarifications:
- Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.2: Clarifications:
- Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

SS.912.W.9.3: Clarifications:
- Describe the causes and effects of post-World War II economic and demographic changes.

SS.912.W.9.4: Clarifications:
- Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.5: Clarifications:
- Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.6: Clarifications:
- Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

SS.912.W.9.7: Clarifications:
- Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**MA.K12.MTR.1.1:**

**Clarifications:**

- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:**

- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

**Clarifications:**

- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:**

- Teachers who encourage students to complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

**Clarifications:**

- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**

- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

**Clarifications:**

- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to analyze and problem solve.

**MA.K12.MTR.5.1:**

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**Assess the reasonableness of solutions.**

- Mathematicians who assess the reasonableness of solutions:
English language learners communicate for social and instructional purposes within the school setting.

**MA.K12.MTR.6.1:**
Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SI.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**HE.912.C.2.4:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
GENERAL NOTES

International Relations - The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

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Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: INTL RLS
Course Length: Year (Y)
Course Level: 2

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</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
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<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, NAFTA, World Trade Organization.</td>
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<td>Analyze the effects of foreign and domestic terrorism on the American people.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</td>
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</tbody>
</table>
Examine changes in immigration policy and attitudes toward immigration since 1950.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.912.A.7.16: | **Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.C.4.1: | Explain how the world's nations are governed differently. |
| SS.912.C.4.2: | Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. |
| SS.912.C.4.3: | Assess human rights policies of the United States and other countries. |

**Clarifications:**

| SS.912.E.3.1: | **Clarifications:** Examples are oil prices, 1973 oil crisis, Great Depression, World War II. |
| SS.912.E.3.4: | **Clarifications:** Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality. |
| SS.912.E.3.5: | **Clarifications:** Examples are standard of living, exchange rates, productivity, gross domestic product. |
| SS.912.G.1.1: | Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. |
| SS.912.G.1.2: | Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.3: | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4: | **Clarifications:** Examples are thematic, contour, and dot-density. Identify the physical characteristics and the human characteristics that define and differentiate regions. |

| SS.912.G.2.1: | **Clarifications:** Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography. |
| SS.912.G.2.2: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |
| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |
| SS.912.G.4.1: | **Clarifications:** Examples are desertification, global warming, cataclysmic natural disasters. |
| SS.912.G.4.2: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.3: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.4.4: | **Clarifications:** Examples are cultural imperialism, outsourcing. |
| SS.912.G.4.7: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.G.4.9: | Use political maps to describe the change in boundaries and governments within continents over time. |
| SS.912.H.1.1: | **Clarifications:** Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary. |
| SS.912.H.1.2: | Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens. |
| SS.912.H.1.3: | **Clarifications:** Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman. |
| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts. |
| SS.912.H.1.5: | **Clarifications:** Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home. |
Analyze how current events are explained by artistic and cultural trends of the past.

Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Describe the causes and effects of twentieth century nationalist conflicts.

Describe the causes and effects of post-World War II economic and demographic changes.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

Summarize key developments in post-war China.

Compare conflict interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Compare post-war independence movements in African, Asian, and Caribbean countries.

Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Use timelines to establish cause and effect relationships of historical events.

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

Describe the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

Summarize key developments in post-war China.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

Summarize key developments in post-war China.

Compare conflict interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Compare post-war independence movements in African, Asian, and Caribbean countries.

Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.1:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

**Clarifications:**
- In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.2:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

**Clarifications:**
- In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**MAFS.912.S-ID.1.3:** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

**MAFS.912.S-ID.1.4:** Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**MAFS.K12.MP.1.1:** Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.3.1:** Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument— explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**MAFS.K12.MP.5.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**MAFS.K12.MP.6.1:** Clarifications:
- Mathematically proficient students communicate for social and instructional purposes within the school setting.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

**MAFS.K12.MP.6.1:** English language learners communicate for social and instructional purposes within the school setting.

**MAFS.K12.MP.6.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**HE.912.C.2.4:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
International Relations 2 - The grade 9-12 International Relations 2 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world's democratic governments, and an investigation of career opportunities available in international relations.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 2106445</th>
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<tbody>
<tr>
<td>Number of Credits: One (1) credit</td>
</tr>
<tr>
<td>Course Type: Elective Course</td>
</tr>
<tr>
<td>Course Status: Course Approved</td>
</tr>
<tr>
<td>Grade Level(s): 9,10,11,12</td>
</tr>
</tbody>
</table>

Educator Certifications

Political Science (Grades 6-12)
Social Science (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
<tr>
<td>SS.912.A.6.9:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.10:</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
</tr>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Declaration of Human Rights.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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<td>SS.912.A.7.13:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
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<td>SS.912.A.7.14:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people.</td>
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<td>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</td>
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<td>SS.912.A.7.17:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, NAFTA, World Trade Organization.</td>
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This page is part of a larger document, and the content continues beyond what is shown here. The above snippet represents a portion of the course standards for International Relations 2 Honors, detailing various benchmarks and their descriptions and clarifications.
Examine changes in immigration policy and attitudes toward immigration since 1950.

**SS.912.A.7.16:**
- **Clarifications:**
  - This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**SS.912.C.4.1:**
- **Clarifications:**
  - Explain how the world's nations are governed differently.

**SS.912.C.4.2:**
- **Clarifications:**
  - Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

**SS.912.C.4.3:**
- **Clarifications:**
  - Assess human rights policies of the United States and other countries.

**SS.912.E.3.1:**
- **Clarifications:**
  - Demonstrate the impact of inflation on world economies.

**SS.912.E.3.4:**
- **Clarifications:**
  - Assess the economic impact of negative and positive externalities on the international environment.

**SS.912.E.3.5:**
- **Clarifications:**
  - Compare the current United States economy with other developed and developing nations.

**SS.912.G.1.1:**
- **Clarifications:**
  - Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

**SS.912.G.1.2:**
- **Clarifications:**
  - Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

**SS.912.G.1.3:**
- **Clarifications:**
  - Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

**SS.912.G.1.4:**
- **Clarifications:**
  - Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

- **Clarifications:**
  - Identify the physical characteristics and the human characteristics that define and differentiate regions.

**SS.912.G.2.1:**
- **Clarifications:**
  - Examples of physical characteristics are climate, terrain, resources.

**SS.912.G.2.2:**
- **Clarifications:**
  - Examples of human characteristics are religion, government, economy, demography.

**SS.912.G.2.3:**
- **Clarifications:**
  - Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

**SS.912.G.4.1:**
- **Clarifications:**
  - Interpret population growth and other demographic data for any given place.

**SS.912.G.4.2:**
- **Clarifications:**
  - Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

**SS.912.G.4.3:**
- **Clarifications:**
  - Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

**SS.912.G.4.4:**
- **Clarifications:**
  - Use geographic terms and tools to analyze case studies of issues in globalization.

**SS.912.G.4.7:**
- **Clarifications:**
  - Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

**SS.912.G.4.9:**
- **Clarifications:**
  - Use political maps to describe the change in boundaries and governments within continents over time.

**SS.912.H.1.11:**
- **Clarifications:**
  - Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

**SS.912.H.1.12:**
- **Clarifications:**
  - Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

**SS.912.H.1.13:**
- **Clarifications:**
  - Relate works in the arts to various cultures.

**SS.912.H.1.14:**
- **Clarifications:**
  - Explain philosophical beliefs as they relate to works in the arts.

**SS.912.H.1.15:**
- **Clarifications:**
  - Examine artistic response to social issues and new ideas in various cultures.

**SS.912.H.1.16:**
- **Clarifications:**
  - Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Interpret and evaluate primary and secondary sources.

SS.912.W.1.3: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.4: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.5: Evaluate the role of history in shaping identity and character.

SS.912.W.1.6: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

SS.912.W.8.2: Describe the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.3: Summarize key developments in post-war China.

SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

SS.912.W.8.6: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

SS.912.W.8.7: Summarize key developments in post-war China.

SS.912.W.8.8: Summarize key developments in post-war China.

SS.912.W.8.9: Summarize key developments in post-war China.

SS.912.W.8.10: Summarize key developments in post-war China.

SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.2: Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.9.3: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.4: Describe the causes and effects of post-World War II economic and demographic changes.

SS.912.W.9.5: Describe the causes and effects of post-World War II economic and demographic changes.

SS.912.W.9.6: Describe the causes and effects of post-World War II economic and demographic changes.

SS.912.W.9.7: Describe the causes and effects of post-World War II economic and demographic changes.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Clarifications:

- Clarifications:

- Clarifications:

- Clarifications:

- Clarifications:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES
International Relations 2 - The grade 9-12 International Relations 2 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world's democratic governments, and an investigation of career opportunities available in international relations.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL Supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>2106445</th>
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<tbody>
<tr>
<td>Course Type:</td>
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<tr>
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<td>State Board Approved</td>
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<tr>
<td>Grade Level(s):</td>
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Educator Certifications

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<tbody>
<tr>
<td>Political Science</td>
<td>(6-12)</td>
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<tr>
<td>Social Science</td>
<td>(6-12)</td>
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Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.A.6.9:</td>
<td>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</td>
</tr>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
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<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
<tr>
<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people.</td>
</tr>
</tbody>
</table>
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.A.7.16:
#### Clarifications:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

### SS.912.CG.4.1:
#### Clarifications:
Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

**Demonstrate the impact of inflation on world economies.**

**Assess the economic impact of negative and positive externalities on the international environment.**

**Compare the current United States economy with other developed and developing nations.**

**Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.**

**Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.**

**Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.**

**Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.**

**Identify the physical characteristics and the human characteristics that define and differentiate regions.**

### SS.912.G.2.1:
#### Clarifications:
Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

**Describe the factors and processes that contribute to the differences between developing and developed regions of the world.**

**Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.**

**Interpret population growth and other demographic data for any given place.**

**Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.**

**Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.**

### SS.912.G.4.4:
#### Clarifications:
Examples are cultural imperialism, outsourcing.

**Use geographic terms and tools to analyze case studies of issues in globalization.**

**Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.**

**Use political maps to describe the change in boundaries and governments within continents over time.**

**Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.**

### SS.912.H.1.1:
#### Clarifications:
Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.

Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship
| SS.912.H.1.2: | Analyze how current events are explained by artistic and cultural trends of the past. |
| SS.912.H.1.3: | Relate works in the arts to various cultures. |
| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts. |
| SS.912.H.1.5: | Examine artistic response to social issues and new ideas in various cultures. |
| SS.912.H.1.6: | Analyze how current events are explained by artistic and cultural trends of the past. |
| SS.912.H.3.1: | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.8.1: | Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics. |
| SS.912.W.8.2: | Describe characteristics of the early Cold War. |
| SS.912.W.8.3: | Summarize key developments in post-war China. |
| SS.912.W.8.4: | Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. |
| SS.912.W.8.5: | Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. |
| SS.912.W.8.6: | Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world. |
| SS.912.W.8.7: | Compare post-war independence movements in African, Asian, and Caribbean countries. |
| SS.912.W.8.8: | Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies. |
| SS.912.W.8.9: | Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. |
| SS.912.W.8.10: | Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. |
| SS.912.W.9.1: | Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. |
| SS.912.W.9.2: | Describe the causes and effects of post-World War II economic and demographic changes. |
| SS.912.W.9.3: | Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. |
| SS.912.W.9.4 | Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world. |
| SS.912.W.9.5 | Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries. |
| SS.912.W.9.6 | Describe the impact of and global response to international terrorism. |
| SS.912.W.9.7 | Describe the causes and effects of twentieth century nationalist conflicts. |

### SS.912.W.9.4 Clarifications:
- Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

### SS.912.W.9.5 Clarifications:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### SS.912.W.9.6 Clarifications:
- Construct possible arguments based on evidence.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

### SS.912.W.9.7 Clarifications:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### MA.K12.MTR.1.1 Clarifications:
- Teachers who encourage students to engage actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1 Clarifications:
- Demonstrate understanding by representing problems in multiple ways.
  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

### MA.K12.MTR.3.1 Clarifications:
- Complete tasks with mathematical fluency.
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

### MA.K12.MTR.4.1 Clarifications:
- Engage in discussions that reflect on the mathematical thinking of self and others.
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

### MA.K12.MTR.5.1 Clarifications:
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.6.1 Clarifications:
- Use patterns and structure to help understand and connect mathematical concepts.
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.
### Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

### Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

### Cite evidence to explain and justify reasoning.
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because _______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### Use the accepted rules governing a specific format to create quality work.
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### Use appropriate voice and tone when speaking or writing.

General Course Information and Notes

**GENERAL NOTES**

**International Relations 2** - The grade 9-12 International Relations 2 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world’s democratic governments, and an investigation of career opportunities available in international relations.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

- **Course Number:** 2106445
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Draft - Course Pending Approval
- **Grade Levels:** 9,10,11,12

| Course Path: Section | Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: INTL RLS 2 HON
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<tbody>
<tr>
<td><strong>Course Length:</strong></td>
<td>Year (Y)</td>
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<tr>
<td><strong>Course Attributes:</strong></td>
<td>• Honors</td>
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<td><strong>Course Level:</strong></td>
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<td>Educator Certifications</td>
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<tr>
<td>Political Science (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
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<td>SS.912.A.1.5:</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Evaluate how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.2.1:</td>
<td>Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.2.2:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.C.1.1:</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.C.1.2:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>SS.912.C.1.3:</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.C.1.6:</td>
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<tr>
<td>SS.912.C.2.1:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.2.2:</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.C.2.3:</td>
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<td>SS.912.C.2.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<td>SS.912.C.2.6:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
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<td>SS.912.C.2.8:</td>
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<td>SS.912.C.2.9:</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.C.2.10:</td>
<td>Analyze trends in voter turnout.</td>
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<td>SS.912.C.2.11:</td>
<td>Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<tr>
<td>SS.912.C.2.16:</td>
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</tbody>
</table>
Examining the constitutional principles of representative government, analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution. Identify the impact of independent regulatory agencies in the federal bureaucracy.

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. Examine constitutional powers (expressed, implied, concurrent, reserved).

Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution. Describe the role of judicial review in American constitutional government. Clarifications: Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases. Clarifications: Examples are decisions based on the law vs. will of the majority.

Evaluate the role of history in shaping identity and character. Examine how historians use historical inquiry and other sciences to understand the past. Clarifications: Examples are youth voter turnout, issue-based voting.


Compare and contrast the roles of judges on the federal and state level with other elected officials. Clarifications: Examples are decisions based on the law vs. will of the majority.

Interpret and evaluate primary and secondary sources. Analyze and evaluate primary and secondary sources. Clarifications: Examples are artifacts, images, auditory and written sources.

Evaluate the role of history in shaping identity and character. Clarifications: Examples are education, transportation, crime prevention, funding of services.

Explain how historians use historical inquiry and other sciences to understand the past. Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Evaluate the role of history in shaping identity and character. Clarifications: Examples are ethnic, cultural, personal, national, religious.

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Interpreted and evaluated primary and secondary sources. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Determine various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. Clarifications: Examples are Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. Clarifications: Examples are education, transportation, crime prevention, funding of services.

Integrate and evaluate multiple sources of information presented in diverse forms and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Identify the impact of independent regulatory agencies in the federal bureaucracy. Clarifications: Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

Identify the impact of independent regulatory agencies in the federal bureaucracy. Clarifications: Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which preceded it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
   e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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General Course Information and Notes

GENERAL NOTES

The American Political System: Process and Power Honors - The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and construction of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing test complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and
concepts using mathematical tables, charts, and graphs.

Special Notes: Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power (2106450). Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at: http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106460
Number of Credits: Half credit (.5)
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States Government

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences
Abbreviated Title: AMER POLIT SYSS HON
Course Length: Semester (S)
Course Attributes:
- Honors
Course Level: 3

Educator Certifications

<table>
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<tr>
<th>Political Science (Grades 6-12)</th>
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<tr>
<td>History (Grades 6-12)</td>
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<td>Social Science (Grades 6-12)</td>
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# Course Standards

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<td>SS.912.A.1.2:</td>
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<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Clarifications: Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
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<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.1.6:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock-election.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.7:</td>
<td>Clarifications: Examples are speech, search and seizure, religion, gun possession.</td>
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<td>SS.912.C.2.8:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.2.9:</td>
<td>Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
</tr>
<tr>
<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida.</td>
</tr>
<tr>
<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.2.12:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.13:</td>
<td>Clarifications: Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.2.14:</td>
<td>Evaluate the processes and results of an election at the state or federal level.</td>
</tr>
<tr>
<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>SS.912.C.2.16:</td>
<td>Analyze trends in voter turnout.</td>
</tr>
<tr>
<td>SS.912.C.3.1:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.3.2:</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
</tr>
<tr>
<td>SS.912.C.3.3:</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.4:</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.5:</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td>SS.912.C.3.6:</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.7:</td>
<td>Describe the role of judicial review in American constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.3.8:</td>
<td>Compare the role of judges on the state and federal level with other elected officials.</td>
</tr>
<tr>
<td>SS.912.C.3.9:</td>
<td>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.</td>
</tr>
<tr>
<td>SS.912.C.3.10:</td>
<td>Evaluate the significance and outcomes of landmark Supreme Court cases.</td>
</tr>
<tr>
<td>SS.912.C.3.11:</td>
<td>Contrast how the Constitution safeguards and limits individual rights.</td>
</tr>
<tr>
<td>SS.912.C.3.12:</td>
<td>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</td>
</tr>
<tr>
<td>SS.912.C.3.14:</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
</tr>
<tr>
<td>SS.912.C.3.15:</td>
<td>Examine how power and responsibility are distributed, shared, and limited by the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.16:</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.3.17:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.3.18:</td>
<td>Compare indicators of democratization in multiple countries.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.5.5:</td>
<td>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Mathematics who demonstrate understanding by representing problems in multiple ways.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
</tbody>
</table>
Guide students from concrete to pictorial to abstract representations as understanding progresses.

Show students that various representations can have different purposes and can be useful in different situations.

### Complete tasks with mathematical fluency

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### Use patterns and structure to help understand and connect mathematical concepts

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Assess the reasonableness of solutions

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### Apply mathematics to real-world contexts

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**ELA.K12.EE.3.1:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.4.1:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**ELA.K12.EE.6.1:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SL.1:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:**
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**General Course Information and Notes**

**GENERAL NOTES**

**The American Political System: Process and Power Honors** - The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Special Notes:** Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power (2106450). Additional content that may be included in the Grade 12 NAEP Civics assessment includes:
Distinctive characteristics of American society
Unity/diversity in American society
Civil society; nongovernmental associations, groups
Nation-states
Interaction among nation-states
United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at: http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2106460
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: AMER POLIT SYSS HON

Number of Credits: Half credit (.5)
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States Government
Course Attributes:
- Honors
Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Explain the responsibilities of citizens at the local, state and national levels.</td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.CG.1.1:</td>
<td>Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.CG.1.2:</td>
<td>Explain the influence of Enlightenment ideas on the Declaration of Independence.</td>
</tr>
<tr>
<td>SS.912.CG.1.3:</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td>
</tr>
<tr>
<td>SS.912.CG.1.4:</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
</tr>
<tr>
<td>SS.912.CG.1.5:</td>
<td>Explain the constitutional provisions that establish and affect citizenship.</td>
</tr>
<tr>
<td>SS.912.CG.2.1:</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</td>
</tr>
<tr>
<td>SS.912.CG.2.2:</td>
<td>Explain the responsibilities of citizens at the local, state and national levels.</td>
</tr>
</tbody>
</table>
Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).

Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).

Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).

Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.

Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).

Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.

Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

Analyze contemporary and historical examples of government-imposed restrictions on rights.

Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).

Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

Analyze the impact of civic engagement as a means of preserving or reforming institutions.

Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).

Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

Analyze factors that contribute to voter turnout in local, state and national elections.

Students will explain trends in voter turnout.

Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).

Students will discuss the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).

Students will explain the role of debates in elections.

Analyze the process and procedures of elections at the state and national levels.

Students will examine the rationale for the different primary formats and how political parties nominate candidates using primaries.

Students will analyze how the methods of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).

Students will explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s desegregation of the army, Lincoln’s Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).

Students will explain how the principles of checks and balances, consent of the people and separation of power contribute to the nation’s longevity.

Students will explain historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

Students will explain how different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

Students will evaluate the role of debates in elections.

Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.

Students will explain how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation’s longevity and its ability to overcome challenges, and distinguish the United States’ constitutional republic from authoritarian and totalitarian nations.

Analyze how the U.S. Constitution safeguards and limits individual rights.

Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

<table>
<thead>
<tr>
<th>SS.912.CG.3.3:</th>
<th>Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.</th>
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<tbody>
<tr>
<td></td>
<td>Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.</td>
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<td></td>
<td>Students will identify the methods for determining the number of members in the House of Representatives and the Senate.</td>
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<td></td>
<td>Students will identify and describe the &quot;enumerated powers&quot; delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).</td>
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<td></td>
<td>Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.</td>
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<td></td>
<td>Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).</td>
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<table>
<thead>
<tr>
<th>SS.912.CG.3.4:</th>
<th>Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.</th>
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<tr>
<td></td>
<td>Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.</td>
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<td></td>
<td>Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).</td>
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<tr>
<td></td>
<td>Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.</td>
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<tr>
<td></td>
<td>Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.</td>
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<td>Students will describe the impeachment process.</td>
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<tr>
<th>SS.912.CG.3.5:</th>
<th>Describe how independent regulatory agencies interact with the three branches of government and with citizens.</th>
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<tr>
<td></td>
<td>Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.</td>
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<td>Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.</td>
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<tr>
<th>SS.912.CG.3.6:</th>
<th>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</th>
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<tbody>
<tr>
<td></td>
<td>Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</td>
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<td></td>
<td>Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</td>
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<td></td>
<td>Students will analyze the role of the &quot;general welfare clause&quot; and &quot;necessary and proper clause&quot; in granting Congress implied powers.</td>
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<td></td>
<td>Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</td>
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<td></td>
<td>Students will explain how reserved powers define issues as matters for the people or the state governments.</td>
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<td></td>
<td>Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.</td>
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<th>SS.912.CG.3.7:</th>
<th>Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</th>
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<tr>
<td></td>
<td>Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</td>
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<td></td>
<td>Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</td>
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<td></td>
<td>Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.</td>
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<tr>
<th>SS.912.CG.3.8:</th>
<th>Describe the purpose and function of judicial review in the American constitutional government.</th>
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<td>Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.</td>
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<td>Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.</td>
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<td></td>
<td>Students will compare the role of state and federal judges with other elected officials.</td>
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<td></td>
<td>Students will compare the ways state and federal judges are appointed compared to other elected officials.</td>
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<td></td>
<td>Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.</td>
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<td></td>
<td>Students will compare the decision-making process of judges compared to other political figures.</td>
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<tr>
<th>SS.912.CG.3.9:</th>
<th>Analyze the levels and responsibilities of state and federal courts.</th>
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<tr>
<td></td>
<td>Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.</td>
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<tr>
<td></td>
<td>Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.</td>
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<td></td>
<td>Students will contrast the differences among civil trials and criminal trials at the state level.</td>
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<tr>
<td></td>
<td>Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.CG.3.10:</th>
<th>Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).</td>
</tr>
<tr>
<td></td>
<td>Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.</td>
</tr>
<tr>
<td></td>
<td>Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.CG.3.11:</th>
<th>Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.</td>
</tr>
<tr>
<td></td>
<td>Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.</td>
</tr>
<tr>
<td></td>
<td>Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).</td>
</tr>
<tr>
<td></td>
<td>Students will analyze how states have challenged the national government regarding states’ rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.CG.3.12:</th>
<th>Explain how issues between Florida, other states and the national government are resolved.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will explain the concept of federalism as it applies to each issue.</td>
</tr>
<tr>
<td></td>
<td>Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</td>
</tr>
<tr>
<td></td>
<td>Explain the judicial decision-making process in interpreting law at the state and national levels.</td>
</tr>
</tbody>
</table>
### SS.912.CG.3.14:
- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

### SS.912.CG.3.15:
- Explain how citizens are affected by the local, state and national governments.
  - Students will identify local government officials and employees who affect the daily lives of citizens.
  - Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
  - Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.
  - Students will explain how government at all levels impacts the daily lives of citizens.

### SS.912.CG.4.1:
- Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
  - Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, republic, theocracy).
  - Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
  - Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

### SS.912.CG.4.2:
- Explain how the United States uses foreign policy to influence other nations.
  - Students will explain how the policies of other nations influence U.S. policy and society.
  - Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
  - Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
  - Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
  - Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
  - Students will explain the U.S. response to international conflicts.

### SS.912.CG.4.3:
- Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
  - Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

### SS.912.CG.4.4:
- Identify indicators of democratization in foreign countries.
  - Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

### SS.912.G.4.1:
- Interpret population growth and other demographic data for any given place.

### SS.912.G.5.5:
- Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

### SS.912.W.1.1:
- Use timelines to establish cause and effect relationships of historical events.

### SS.912.W.1.3:
- Clarifications:
  - Examples are artifacts, images, auditory and written sources.

### SS.912.W.1.4:
- Clarifications:
  - Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.6:
- Clarifications:
  - Examples are ethnic, cultural, personal, national, religious.

### MA.K12.MTR.1.1:
- Clarifications:
  - Teachers who encourage students to participate actively in effortful learning both individually and with others:
    - Analyze the problem in a way that makes sense given the task.
    - Ask questions that will help with solving the task.
    - Build perseverance by modifying methods as needed while solving a challenging task.
    - Stay engaged and maintain a positive mindset when working to solve tasks.
    - Help and support each other when attempting a new method or approach.

### MA.K12.MTR.2.1:
- Clarifications:
  - Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
    - Help students make connections between concepts and representations.
    - Provide opportunities for students to use manipulatives when investigating concepts.
    - Guide students from concrete to pictorial to abstract representations as understanding progresses.
    - Show students that various representations can have different purposes and can be useful in different situations.

### Complete tasks with mathematical fluency:
- Mathematicians who complete tasks with mathematical fluency:
| MA.K12.MTR.3.1: | Select efficient and appropriate methods for solving problems within the given context.  
|              | Maintain flexibility and accuracy while performing procedures and mental calculations.  
|              | Complete tasks accurately and with confidence.  
|              | Adapt procedures to apply them to a new context.  
|              | Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others.  
|                | Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
|                | Communicate mathematical ideas, vocabulary and methods effectively.  
|                | Analyze the mathematical thinking of others.  
|                | Compare the efficiency of a method to those expressed by others.  
|                | Recognize errors and suggest how to correctly solve the task.  
|                | Justify results by explaining methods and processes.  
|                | Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.  
|                | Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
|                | Focus on relevant details within a problem.  
|                | Create plans and procedures to logically order events, steps or ideas to solve problems.  
|                | Decompose a complex problem into manageable parts.  
|                | Relate previously learned concepts to new concepts.  
|                | Look for similarities among problems.  
|                | Connect solutions of problems to more complicated large-scale situations.  

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.  
- Support students to develop generalizations based on the similarities found among problems.  
- Provide opportunities for students to create plans and procedures to solve problems.  
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

|                | Mathematicians who assess the reasonableness of solutions:  
|                | Estimate to discover possible solutions.  
|                | Use benchmark quantities to determine if a solution makes sense.  
|                | Check calculations when solving problems.  
|                | Verify possible solutions by explaining the methods used.  
|                | Evaluate results based on the given context.  

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, “Does this solution make sense? How do you know?”  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students’ ability to verify solutions through justifications.

| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts.  
|                | Mathematicians who apply mathematics to real-world contexts:  
|                | Connect mathematical concepts to everyday experiences.  
|                | Use models and methods to understand, represent and solve problems.  
|                | Perform investigations to gather data or determine if a method is appropriate.  
|                | Redesign models and methods to improve accuracy or efficiency.  

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines.

| MA.K12.MTR.8.1: | Cite evidence to explain and justify reasoning.  

**Clarifications:**
ELA.K12.EE.1.1: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.2.1: Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.3.1: Students continue with previous skills and use a style guide to create a proper citation.

ELA.K12.EE.4.1: Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.5.1: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.6.1: Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.7.1: Students continue with previous skills and use a style guide to create a proper citation.

ELA.K12.EE.8.1: Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELD.K12.ELL.SI.1: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELD.K12.ELL.SS.1: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

GENERAL COURSE INFORMATION AND NOTES

VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present, and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

GENERAL NOTES

The American Political System: Process and Power Honors – The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and
national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Special Notes: Students earning credit in this course may not earn credit in American Government (2106310), American Government Honors (2106320), or The American Political System: Process and Power (2106450). Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at: http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>2106460</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Type:</strong></td>
<td>Core Academic Course</td>
</tr>
<tr>
<td><strong>Course Status:</strong></td>
<td>Draft - Course Pending Approval</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>Half credit (.5)</td>
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<tr>
<th><strong>Course Path:</strong></th>
<th>Section: Grades PreK to 12 Education</th>
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<tbody>
<tr>
<td>Courses &gt; Grade Group:</td>
<td>Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies</td>
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<tr>
<td><strong>SubSubject:</strong></td>
<td>Political Sciences</td>
</tr>
<tr>
<td><strong>Abbreviated Title:</strong></td>
<td>AMER POLIT SYSS HON</td>
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<td><strong>Course Length:</strong></td>
<td>Semester (S)</td>
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<td><strong>Course Attributes:</strong></td>
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<td>Class Size Core Required</td>
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<td><strong>Course Level:</strong></td>
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**Graduation Requirement:** United States Government

**Educator Certifications**

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</table>
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
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<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.C.2.7:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
</tr>
<tr>
<td>SS.912.C.2.8:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>SS.912.C.2.9:</td>
<td>Monitor current public issues in Florida.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td>SS.912.C.2.13:</td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
</tbody>
</table>
LA.FS.910.SL.1.1: a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LA.FS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LA.FS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LA.FS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LA.FS.910.WHST.1.1: Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons, and evidence.
b. Develop claim(s) and counterclaim(s) fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

LA.FS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LA.FS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.FS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.FS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.FS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.FS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.FS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LA.FS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MA.FS.912.S-ID.1.1: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Standard Relation to Course: Supporting

MA.FS.912.S-ID.1.2: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling; ★

Standard Relation to Course: Supporting

MA.FS.912.S-ID.1.3: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MA.FS.912.S-ID.1.4: Evaluate reports based on data. ★

Standard Relation to Course: Supporting

MA.FS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

Clariﬁcations:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MA.FS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clariﬁcations:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

**Clarifications:**
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**Standard Relation to Course: Supporting**

MAFS.912.S-ID.1.3: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

**Standard Relation to Course: Supporting**

MAFS.912.S-ID.1.4: Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.1.1: Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.3.1: Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.5.1: Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MAFS.K12.MP.6.1: General Course Information and Notes

**GENERAL NOTES**

**Constitutional Law** – The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.
This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance - Social Studies** instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number: 2106468</th>
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<tbody>
<tr>
<td><strong>Course Path:</strong> Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: Political Sciences &gt; Abbreviated Title: CONST LAW HON</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong> One (1) credit</td>
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<tr>
<td><strong>Course Type:</strong> Elective Course</td>
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<tr>
<td><strong>Course Status:</strong> Course Approved</td>
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<tr>
<td><strong>Grade Level(s):</strong> 9,10,11,12</td>
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</table>

**Course Length:** Year (Y)

**Course Attributes:**
- Honors

**Course Level:** 3

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Political Science (Secondary Grades 7-12)</th>
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<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Law (Secondary Grades 7-12)</td>
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</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. <strong>Clarifications:</strong> Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.5:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <strong>Clarifications:</strong> Speeches, search and seizure, religion, gun possession.</td>
</tr>
<tr>
<td>SS.912.A.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. <strong>Clarifications:</strong> Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. <strong>Clarifications:</strong> Examples are speech, search and seizure, religion, gun possession.</td>
</tr>
<tr>
<td>SS.912.C.2.7:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change. <strong>Clarifications:</strong> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
</tr>
<tr>
<td>SS.912.C.2.9:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <strong>Clarifications:</strong> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida. <strong>Clarifications:</strong> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
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<tr>
<td>SS.912.C.2.13:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. <strong>Clarifications:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
</tbody>
</table>
SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

SS.912.C.3.5: Clarifications:
Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.

SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.

SS.912.C.3.7: Describe the role of judicial review in American constitutional government.

SS.912.C.3.8: Clarifications:
Examples are decisions based on the law vs. will of the majority.

SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.

SS.912.C.3.10: Clarifications:

SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.

SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).

SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.4: Clarifications:
Examples are thematic, contour, and dot-density.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Clarifications:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

SS.912.W.1.3: Clarifications:
Examples are artifacts, images, auditory and written sources.

SS.912.W.1.4: Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.6: Clarifications:
Examples are ethnic, cultural, personal, national, religious.

SS.912.W.2.18: Clarifications:
Examples are Magna Carta, parliament, habeas corpus.

SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
### MA.K12.MTR.2.1
Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

#### Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

#### Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

#### Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

#### Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

#### Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.6.2
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
### MA.K12.MTR.7.1:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.1.1:
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.2.1:
Make inferences to support comprehension.

**Clarifications:**

### ELA.K12.EE.3.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

### ELA.K12.EE.4.1:
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

### ELA.K12.EE.5.1:
Use appropriate voice and tone when speaking or writing.

**Clarifications:**

### ELA.K12.EE.6.1:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Clarifications:**

### ELD.K12.ELL.SL.1:
English language learners communicate for social and instructional purposes within the school setting.

### ELD.K12.ELL.SS.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### HE.912.C.2.4:
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

**Clarifications:**
- Sea-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**General Course Information and Notes**

**GENERAL NOTES**

**Constitutional Law** – The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of power.
powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.

This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2106468  
**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >  
**Abbreviated Title:** CONST LAW HON  
**Number of Credits:** One (1) credit  
**Course Type:** Elective Course  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12

**Educator Certifications**

<table>
<thead>
<tr>
<th>Political Science (Secondary Grades 7-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
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<tr>
<td>Law (Secondary Grades 7-12)</td>
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</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</td>
</tr>
<tr>
<td>SS.912.A.1.5:</td>
<td>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.1.7:</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</td>
</tr>
<tr>
<td>SS.912.A.2.4:</td>
<td>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</td>
</tr>
<tr>
<td>SS.912.A.2.5:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.1:</td>
<td>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.CG.1.2:</td>
<td>Explain the influence of Enlightenment ideas on the Declaration of Independence.</td>
</tr>
<tr>
<td>- Students will identify...</td>
<td>- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.</td>
</tr>
<tr>
<td>- Students will explain...</td>
<td>- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.</td>
</tr>
<tr>
<td>- Students will recognize...</td>
<td>- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.</td>
</tr>
<tr>
<td>SS.912.CG.1.3:</td>
<td>Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.</td>
</tr>
<tr>
<td>- Students will recognize...</td>
<td>- Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.</td>
</tr>
<tr>
<td>- Students will analyze...</td>
<td>- Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.CG.1.4:</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td>
</tr>
<tr>
<td>- Students will differentiate...</td>
<td>- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</td>
</tr>
<tr>
<td>- Students will evaluate...</td>
<td>- Students will evaluate how the documents are connected to one another.</td>
</tr>
<tr>
<td>- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</td>
<td>- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</td>
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<tr>
<td>- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
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</tr>
<tr>
<td>SS.912.CG.1.5:</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
</tr>
<tr>
<td>- Students will explain...</td>
<td>- Students will explain how the structure and function of the U.S. government reflects these political principles.</td>
</tr>
<tr>
<td>- Students will differentiate...</td>
<td>- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</td>
</tr>
<tr>
<td>- Students will describe...</td>
<td>- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</td>
</tr>
<tr>
<td>SS.912.CG.2.1:</td>
<td>Explain the constitutional provisions that establish and affect citizenship.</td>
</tr>
<tr>
<td>- Students will explain...</td>
<td>- Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</td>
</tr>
<tr>
<td>- Students will compare...</td>
<td>- Students will compare birthright citizenship, permanent residency and naturalization in the United States.</td>
</tr>
<tr>
<td>- Students will differentiate...</td>
<td>- Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</td>
</tr>
</tbody>
</table>

Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the
SS.912.CG.2.4:
Analyze contemporary and historical examples of government-imposed restrictions on rights.
- Students will examine situations when individuals’ rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

SS.912.CG.2.5:
Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will describe examples of concurrent powers as those powers shared by the state and national governments regarding these public issues.
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will analyze the role of the "general welfare clause" and "necessary and proper clause" in granting Congress implied powers.
- Students will analyze the role of the executive branch in terms of its relationship with the judicial and executive branch of the government.
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will discuss the impeachment process.
- Students will analyze how the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.1:
Analyze how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
- Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.
- Students will describe how independent regulatory agencies interact with the three branches of government and with citizens.
- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will identify legal methods that citizens can use to promote social and political change through civic engagement (e.g., the Abolitionist Movement).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).

SS.912.CG.3.2:
Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
- Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).
- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will analyze the role of the executive branch in terms of its relationship with the judicial and executive branch of the government.
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).
- Students will examine the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.3:
Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
- Students will identify the “enumerated powers” delegated to Congress by the U.S. Constitution and the role of the Supreme Court in defining powers.
- Students will identify the individual rights protected by the U.S. Constitution, including the Bill of Rights and other constitutional amendments.
- Students will analyze how the U.S. Constitution safeguards and limits individual rights.
- Students will discuss constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).
- Students will explain demonstrations, contacting government offices, writing letters to representatives, making phone calls, participating in meetings, voting, writing letters to newspapers (e.g., editorials), writing letters to congressional representatives, doing research in support of a cause, traveling to meet with government officials).

SS.912.CG.3.4:
Analyze how political communication for bias, factual accuracy, omission and emotional appeal.
- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.
- Students will examine the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will analyze how the U.S. Constitution safeguards and limits individual rights.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.5:
Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify the methods for determining the number of members in the House of Representatives and the Senate.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will discuss the impeachment process.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.
- Students will analyze different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).
- Students will examine the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify legal methods that citizens can use to promote social and political change through civic engagement (e.g., the Abolitionist Movement).
- Students will analyze the role of the executive branch in terms of its relationship with the judicial and executive branch of the government.
### SS.912.CG.3.7:
- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

### SS.912.CG.3.8:
Describe the purpose and function of judicial review in the American constitutional government.
- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

### SS.912.CG.3.9:
Compare the role of state and federal judges with other elected officials.
- Students will compare the ways state and federal judges are appointed compared to other elected officials.
- Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
- Students will compare the decision-making process of judges compared to other political figures.

### SS.912.CG.3.10:
Analyze the levels and responsibilities of state and federal courts.
- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

### SS.912.CG.3.11:
Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
- Students will examine landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Piussi v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will recognize landmark constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

### SS.912.CG.3.12:
Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
- Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.
- Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.
- Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).
- Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

### SS.912.CG.3.13:
Explain the judicial decision-making process in interpreting law at the state and national levels.
- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

### SS.912.E.2.2:
Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

### SS.912.G.1.2:
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

### SS.912.G.1.4:
Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- **Clarifications:**
  - Examples are thematic, contour, and dot-density.

### SS.912.G.4.1:
Interpret population growth and other demographic data for any given place.

### SS.912.H.1.6:
Analyze how current events are explained by artistic and cultural trends of the past.

### SS.912.W.1.1:
Use timelines to establish cause and effect relationships of historical events.

### SS.912.W.1.2:
Compare time measurement systems used by different cultures.
- **Clarifications:**
  - Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

### SS.912.W.1.3:
Interpret and evaluate primary and secondary sources.
- **Clarifications:**
  - Examples are artifacts, images, auditory and written sources.

### SS.912.W.1.4:
Explain how historians use historical inquiry and other sciences to understand the past.
- **Clarifications:**
  - Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.6:
Evaluate the role of history in shaping identity and character.
- **Clarifications:**
  - Examples are ethnic, cultural, personal, national, religious.

### SS.912.W.2.18:
Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- **Clarifications:**
  - Examples are Magna Carta, parliament, habeas corpus.

### SS.912.W.5.4:
Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- Students who participate in effortful learning both individually and with others:
  - Analyze the problem in a way that makes sense given the task.
MA.K12.MTR.1.1: Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**E.DL.K12.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**E.DL.K12.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**E.HE.912.C.2.4:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
GENERAL INFORMATION

Course Number: 2106468

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Levels: 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences

Abbreviated Title: CONST LAW HON

Course Length: Year (Y)

Course Attributes:
- Honors

Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Subject</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Sciences</td>
<td>Secondary Grades 7-12</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Grades 6-12</td>
</tr>
<tr>
<td>Law</td>
<td>Secondary Grades 7-12</td>
</tr>
</tbody>
</table>

Constitutional Law – The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.

This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELD supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2106470
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: AICE LAW 1 AS LEVEL
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Length: Year (Y)
Course Attributes:
  + Advanced International Certificate of Education (AICE)
Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
<tr>
<td>History (Grades 6-12)</td>
</tr>
</tbody>
</table>
General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

**GENERAL INFORMATION**

- **Course Number:** 2106475
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9, 10, 11, 12

**Course Path:**
- Section: Grades PreK to 12 Education
- Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies
- SubSubject: Political Sciences

**Abbreviated Title:** AICE LAW 2 A LEVEL

**Course Length:** Year (Y)

**Course Attributes:**
- Advanced International Certificate of Education (AICE)

**Course Level:** 3

**Educator Certifications**

- Political Science (Grades 6-12)
- Social Science (Grades 6-12)
- History (Grades 6-12)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.C.1.1</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
</tr>
<tr>
<td>SS.912.C.1.5</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.2.2</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.2.3</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.4</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.5</td>
<td>Conduct a service project to further the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.6</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.7</td>
<td>Explain why rights have limits and are not absolute.</td>
</tr>
<tr>
<td>SS.912.C.2.8</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.2.9</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
</tr>
<tr>
<td>SS.912.C.2.10</td>
<td>Monitor current public issues in Florida.</td>
</tr>
<tr>
<td>SS.912.C.2.11</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
</tr>
<tr>
<td>SS.912.C.2.12</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.13</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td>SS.912.C.2.14</td>
<td>Evaluate the processes and results of an election at the state or federal level.</td>
</tr>
<tr>
<td>SS.912.C.2.15</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>SS.912.C.2.16</td>
<td>Analyze trends in voter turnout.</td>
</tr>
<tr>
<td>SS.912.C.3.1</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.3.2</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
</tr>
<tr>
<td>SS.912.C.3.3</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.4</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.5</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td>SS.912.C.3.6</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.7</td>
<td>Describe the role of judicial review in American constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.4.1</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
</tr>
<tr>
<td>SS.912.C.4.2</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.4.3</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.4.4</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
</tr>
<tr>
<td>SS.912.C.4.5</td>
<td>Describe the role of judicial review in American constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.4.6</td>
<td>Compare the role of judges on the state and federal level with other elected officials.</td>
</tr>
<tr>
<td>Code</td>
<td>Clarifications</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SS.912.C.3.8</td>
<td>Examples are decisions based on the law vs. will of the majority.</td>
</tr>
<tr>
<td>SS.912.C.3.9</td>
<td>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.</td>
</tr>
<tr>
<td>SS.912.C.3.11</td>
<td>Contrast how the Constitution safeguards and limits individual rights.</td>
</tr>
<tr>
<td>SS.912.C.3.12</td>
<td>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</td>
</tr>
<tr>
<td>SS.912.C.3.13</td>
<td>Examples are education, transportation, crime prevention, funding of services.</td>
</tr>
<tr>
<td>SS.912.C.3.14</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
</tr>
<tr>
<td>SS.912.C.3.15</td>
<td>Examine how power and responsibility are distributed, shared, and limited by the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.16</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.3.17</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.3.18</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.C.3.19</td>
<td>Compare indicators of democratization in multiple countries.</td>
</tr>
<tr>
<td>SS.912.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.5.5</td>
<td>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.1</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.3</td>
<td>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.5</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.6</td>
<td>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.7</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.8</td>
<td>Assess the extent to which the reasoning and evidence in a text support the author's claims.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.9</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
<tr>
<td>LAFS.910.RH.4.10</td>
<td>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.2</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.3</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.1</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.2</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.1</td>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.2</td>
<td>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.3</td>
<td>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.4</td>
<td>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context.</td>
</tr>
</tbody>
</table>

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context as well as to the expertise of likely readers.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- Draw evidence from informational texts to support analysis, reflection, and research.

- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

- Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

- Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

- Evaluate reports based on data.

- Represent data with plots on the real number line (dot plots, histograms, and box plots).

- In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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- Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

- Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

- Use appropriate tools strategically.

- Make sense of problems and persevere in solving them.

- Construct viable arguments and critique the reasoning of others.

- Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different schools. These courses were not part of the Diploma Programme (DP) and did not receive IB training. Pre-IB courses are not recommended for students who have a low grade point average (GPA) or who are not ready for the MYP. Pre-IB courses should not be labeled IB by different schools. Pre-IB courses should only be used in schools where MYP is not offered or in schools where MYP is not required.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning students a greater quantity of work.

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
**Course Number:** 2106800

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10

**Graduation Requirement:** United States Government

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**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >

**Abbreviated Title:** FL PRE-IB US GOVT

**Course Length:** Semester (S)

**Course Attributes:**
- Honors

**Course Level:** 3

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.2:</td>
<td>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
</tr>
<tr>
<td>SS.912.C.1.4:</td>
<td>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.</td>
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<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<td>SS.912.C.2.1:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
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<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<td>SS.912.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
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<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<tr>
<td>SS.912.C.2.5:</td>
<td>Conduct a service project to further the public good.</td>
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<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<tr>
<td>SS.912.C.2.7:</td>
<td>Explain why rights have limits and are not absolute.</td>
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<tr>
<td>SS.912.C.2.8:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
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<td>SS.912.C.2.9:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</td>
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<td>SS.912.C.2.10:</td>
<td>Monitor current public issues in Florida.</td>
</tr>
<tr>
<td>SS.912.C.2.11:</td>
<td>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</td>
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<tr>
<td>SS.912.C.2.12:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
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<td>SS.912.C.2.13:</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
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<td>SS.912.C.2.14:</td>
<td>Evaluate the processes and results of an election at the state or federal level.</td>
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<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<td>SS.912.C.3.1:</td>
<td>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</td>
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<tr>
<td>SS.912.C.3.2:</td>
<td>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.</td>
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<tr>
<td>SS.912.C.3.3:</td>
<td>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.</td>
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<tr>
<td>SS.912.C.3.4:</td>
<td>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.</td>
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<td>SS.912.C.3.5:</td>
<td>Identify the impact of independent regulatory agencies in the federal bureaucracy.</td>
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<td>SS.912.C.3.6:</td>
<td>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.</td>
</tr>
<tr>
<td>SS.912.C.3.7:</td>
<td>Describe the role of judicial review in American constitutional government.</td>
</tr>
</tbody>
</table>
SS.912.C.3.8: Clarifications:
Examples are decisions based on the law vs. will of the majority.

SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.3.10: Clarifications:

SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.

SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).

SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.4.1: Explain how the world's nations are governed differently.

SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.C.4.4: Compare indicators of democratization in multiple countries.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.5.5: Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who complete tasks with mathematical fluency:
- Complete tasks with mathematical fluency.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Help and support each other when attempting a new method or approach.
- Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs, and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.
- Recognize errors and suggest how to correctly solve the task.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Demonstrate understanding by representing problems in multiple ways.
- Interact constructively with others as they work to solve tasks.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.
- Demonstrate understanding by representing problems in multiple ways.
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs, and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.
- Complete tasks with mathematical fluency.
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
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- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.
### Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### CLARIFICATIONS:

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

### Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### Clarifications:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

### Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### Clarifications:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

### Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### Clarifications:

Cite evidence to explain and justify reasoning.

ELA.K.12.EE.1.1:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### CLARIFICATIONS:

Read and comprehend grade-level complex texts proficiently.

ELA.K.12.EE.2.1:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

### Clarifications:

Make inferences to support comprehension.

ELA.K.12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because ________". The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes. https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honor and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
Course Number: 2106800

Number of Credits: Half credit (.5)

Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10
Graduation Requirement: United States Government

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</table>
| SS.912.CG.1.1: | Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.  
• Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)). |
| SS.912.CG.1.2: | Explain the influence of Enlightenment ideas on the Declaration of Independence.  
• Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.  
• Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.  
• Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| SS.912.CG.1.3: | Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.  
• Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.  
• Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights. |
| SS.912.CG.1.4: | Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.  
• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.  
• Students will evaluate how the documents are connected to one another.  
• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.  
• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| SS.912.CG.1.5: | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
• Students will explain how the structure and function of the U.S. government reflects these political principles.  
• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.2.1: | Explain the constitutional provisions that establish and affect citizenship.  
• Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).  
• Students will compare birthright citizenship, permanent residency and naturalization in the United States.  
• Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). |
| SS.912.CG.2.2: | Explain the importance of political and civic participation to the success of the United States' constitutional republic.  
• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.  
• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).  
• Students will describe ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). |
| SS.912.CG.2.3: | Explain the responsibilities of citizens at the local, state and national levels.  
• Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).  
• Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).  
• Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).  
• Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. |
| SS.912.CG.2.4: | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
• Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).  
• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
| SS.912.CG.2.5: | Analyze contemporary and historical examples of government-imposed restrictions on rights.  
• Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime, enactment of the Patriot Act).  
• Students will evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
• Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
• Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
SS.912.CG.2.5: Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

SS.912.CG.2.6: Students will explain the role of the executive branch in terms of its relationship with the judicial and executive branch of the government.

SS.912.CG.2.7: Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

SS.912.CG.2.8: Students will describe how the methods used by political officials to communicate with the public has changed over time.

SS.912.CG.2.9: Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.

SS.912.CG.2.10: Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

SS.912.CG.2.11: Students will explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

SS.912.CG.2.12: Students will analyze public policy solutions related to local, state and national issues.

SS.912.CG.2.13: Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).

SS.912.CG.3.1: Students will analyze how certain political ideologies conflict with the principles of freedom and democracy.

SS.912.CG.3.2: Students will explain the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.3: Students will analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

SS.912.CG.3.4: Students will analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
original description in Article II.

- Students will describe the impeachment process.

SS.912.CG.3.5: Describe how independent regulatory agencies interact with the three branches of government and with citizens.
- Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.
- Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

SS.912.CG.3.6: Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the "general welfare clause" and "necessary and proper clause" in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.

SS.912.CG.3.7: Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
- Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.
- Students will describe the role of the Supreme Court and lesser federal courts.
- Students will explain what Article III says about judicial tenure, appointment and salaries.
- Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

SS.912.CG.3.8: Describe the purpose and function of judicial review in the American constitutional government.
- Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.
- Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

SS.912.CG.3.9: Compare the role of state and federal judges with other elected officials.
- Students will compare the ways state and federal judges are appointed compared to other elected officials.
- Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.
- Students will compare the decision-making process of judges compared to other political figures.

SS.912.CG.3.10: Analyze the levels and responsibilities of state and federal courts.
- Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.
- Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.
- Students will contrast the differences among civil trials and criminal trials at the state level.
- Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts (e.g., Erie Doctrine, Rooker-Feldman Doctrine).

SS.912.CG.3.11: Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.
- Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller).
- Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.
- Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

SS.912.CG.3.12: Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
- Students will explain the concept of federalism as it applies to each issue.
- Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

SS.912.CG.3.13: Explain how issues between Florida, other states and the national government are resolved.
- Students will explain the concept of federalism as it applies to each issue.
- Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

SS.912.CG.3.14: Explain the judicial decision-making process in interpreting law at the state and national levels.
- Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.
- Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.
- Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

SS.912.CG.3.15: Explain how citizens are affected by the local, state and national governments.
- Students will identify local government officials and employees who affect the daily lives of citizens.
- Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.
- Students will explain how government at all levels impacts the daily lives of citizens.

SS.912.CG.4.1: Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

SS.912.CG.4.2: Explain how the United States uses foreign policy to influence other nations.
- Students will explain how the policies of other nations influence U.S. policy and society.
Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).

Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).

Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).

Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).

Students will explain the U.S. response to international conflicts.

### SS.912.CG.4.3:

Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

### SS.912.CG.4.4:

Identify indicators of democratization in foreign countries.

- Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

### SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

### SS.912.G.5.5:

Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.1.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.3.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.
<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1</th>
<th>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use patterns and structure to help understand and connect mathematical concepts.</strong></td>
<td>- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
</tr>
<tr>
<td>- Support students to develop generalizations based on the similarities found among problems.</td>
<td>- Provide opportunities for students to create plans and procedures to solve problems.</td>
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<tr>
<td>- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1</th>
<th>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assess the reasonableness of solutions.</strong></td>
<td>- Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td>- Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
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<tr>
<td>- Strengthen students' ability to verify solutions through justifications.</td>
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<thead>
<tr>
<th>MA.K12.MTR.7.1</th>
<th>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</th>
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</thead>
<tbody>
<tr>
<td><strong>Apply mathematics to real-world contexts.</strong></td>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
<tr>
<td>- Challenge students to question the accuracy of their models and methods.</td>
<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
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<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
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<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1</th>
<th>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cite evidence to explain and justify reasoning.</strong></td>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1</th>
<th>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read and comprehend grade-level complex texts proficiently.</strong></td>
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<table>
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<tr>
<th>ELA.K12.EE.3.1</th>
<th>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like &quot;Why is the girl smiling?&quot; or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Make inferences to support comprehension.</strong></td>
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<tr>
<th>ELA.K12.EE.4.1</th>
<th>Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</strong></td>
<td>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>
Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

Clarifications:
Use the accepted rules governing specific format to create quality work. Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Clarifications:
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

VERSION DESCRIPTION

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations’ governing philosophies to evaluate their past, present, and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB.

These facets include interconnectedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note: Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional
Educator Certifications

- Political Science (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2106810

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9, 10, 11, 12

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: IB WORLD POLITICS 1

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Field</th>
<th>Certification</th>
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<tbody>
<tr>
<td>Political Science</td>
<td>(Grades 6-12)</td>
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<tr>
<td>Social Science</td>
<td>(Grades 6-12)</td>
</tr>
<tr>
<td>Law</td>
<td>(Secondary Grades 7-12)</td>
</tr>
</tbody>
</table>
The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

**General Course Information and Notes**

**VERSION DESCRIPTION**

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

**GENERAL INFORMATION**

- **Course Number**: 2106850
- **Number of Credits**: One (1) credit
- **Course Type**: Elective Course
- **Course Status**: Course Approved
- **Grade Level(s)**: 9, 10, 11, 12

**Course Path**: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences > Abbreviated Title: IB GLOBAL POLITICS 1

- **Course Length**: Year (Y)
- **Course Attributes**:
  - International Baccalaureate (IB)
- **Course Level**: 3

**Educator Certifications**

- Political Science (Grades 6-12)
- Social Science (Grades 6-12)
General Course Information and Notes

VERSION DESCRIPTION

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2106855

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences >

Abbreviated Title: IB GLOBAL POLITICS 2

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

<table>
<thead>
<tr>
<th>Political Science (Grades 6-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
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</table>
VERSION DESCRIPTION

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2106860

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Political Sciences

Abbreviated Title: IB GLOBAL POLITICS 3

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SS.912.P.1.1:</td>
<td>Define psychology as a discipline and identify its goals as a science. <strong>Clarifications:</strong> Examples of goals may include, but are not limited to, describing behavior, explaining why behaviors and mental processes occur, predicting future events, controlling/changing behaviors and mental processes, and observation of behavioral and mental problems.</td>
</tr>
<tr>
<td>SS.912.P.1.2:</td>
<td>Describe the emergence of psychology as a scientific discipline. <strong>Clarifications:</strong> Topics may include, but are not limited to, Wilhelm Wundt, structuralism, functionalism, William James, Sigmund Freud, Gestalt psychology, Ivan Pavlov, John Watson, behaviorism, B.F. Skinner, humanistic psychology, Abraham Maslow, Carl Rogers, Jean Piaget.</td>
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<td>Describe how memory and thinking ability develops in childhood.</td>
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<td>SS.912.P.1.22:</td>
<td>Describe the principles of classical conditioning. <strong>Clarifications:</strong> Topics may include, but are not limited to, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, acquisition, extinction, and spontaneous recovery.</td>
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SS.912.P.7.2: Describe clinical and experimental examples of classical conditioning.
SS.912.P.7.3: Apply classical conditioning to everyday life.
SS.912.P.7.4: Describe the Law of Effect.
SS.912.P.7.5: Describe the principles of operant conditioning.

**Clarifications:**
- Topics may include, but are not limited to, Edward Thorndike, B.F. Skinner, reinforcement, punishment, positive reinforcement, and negative reinforcement, primary reinforcement, secondary reinforcement, and partial reinforcement.

SS.912.P.7.6: Describe clinical and experimental examples of operant conditioning.
SS.912.P.7.7: Apply operant conditioning to everyday life.

SS.912.P.7.8: Describe the principles of observational and cognitive learning.

**Clarifications:**
- Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.

SS.912.P.7.9: Apply observational and cognitive learning to everyday life.

SS.912.P.8.1: Describe the structure and function of language.

**Clarifications:**
- Topics may include, but are not limited to, phoneme, morpheme, and grammar.

SS.912.P.8.2: Discuss the relationship between language and thought.

SS.912.P.8.3: Explain the process of language acquisition.

**Clarifications:**
- Topics may include, but are not limited to, Noam Chomsky, B. F. Skinner, babbling, one-word stage, two-word stage, association, imitation, and rewards.

SS.912.P.8.4: Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.

**Clarifications:**
- Examples may include, but are not limited to, environmental influences, neural networks, biological influences, nature and nurture, influence of culture, semantic slanting, name calling, and bilingualism.

SS.912.P.8.5: Evaluate the theories of language acquisition.

**Clarifications:**
- Examples may include, but are not limited to, environmental influences, neural networks, biological influences, nature and nurture, influence of culture, semantic slanting, name calling, and bilingualism.

SS.912.P.8.6: Identify the brain structures associated with language.

**Clarifications:**
- Examples may include, but are not limited to, Broca's area and Wernicke's area.

SS.912.P.8.7: Discuss how damage to the brain may affect language.

SS.912.P.11.1: Identify factors that influence encoding.

**Clarifications:**
- Examples may include, but are not limited to, list position, distributed v. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking and hierarchy.

SS.912.P.11.2: Characterize the difference between shallow (surface) and deep (elaborate) processing.

SS.912.P.11.3: Discuss strategies for improving the encoding of memory.

SS.912.P.11.4: Describe the differences between working memory and long-term memory.

SS.912.P.11.5: Identify and explain biological processes related to how memory is stored.

**Clarifications:**
- Examples may include, but are not limited to, sensory memory, long term potentiation, explicit memories, and implicit memories.

SS.912.P.11.6: Discuss types of memory and memory disorders (e.g., amnesias, dementias).

**Clarifications:**
- Examples may also include, but are not limited to, sensory, short-term, working-long-term, Alzheimer's disease, brain injury, Huntington's disease, Parkinson's disease, and stress.

SS.912.P.11.7: Discuss strategies for improving the storage of memories.

SS.912.P.11.8: Analyze the importance of retrieval cues in memory.

**Clarifications:**
- Examples may include, but are not limited to, recall, recollection, recognition, and relearning.

SS.912.P.11.9: Explain the role that interference plays in retrieval.

**Clarifications:**
- Examples may include, but are not limited to, proactive interference and retroactive interference.

SS.912.P.11.10: Discuss the factors influencing how memories are retrieved.

**Clarifications:**
- Topics may include, but are not limited to, context theory and state-dependent memory.

SS.912.P.11.11: Explain how memories can be malleable.

SS.912.P.11.12: Discuss strategies for improving the retrieval of memories.

SS.912.P.12.1: Define cognitive processes involved in understanding information.

**Clarifications:**
- Examples may include, but are not limited to, encoding, storage, and retrieval.

SS.912.P.12.2: Define processes involved in problem solving and decision making.

**Clarifications:**
- Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.

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<td>SS.912.P.12.6</td>
<td>Describe obstacles to making good judgments.</td>
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<td>Evaluate trait theories.</td>
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<td>SS.912.P.16.3</td>
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<td>SS.912.P.16.4</td>
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<td>Differentiate personality assessment techniques.</td>
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<td><strong>Clarifications:</strong></td>
<td>Topics may include, but are not limited to Freud, Adler, Jung, Horney, thematic appreciation test, and Rorschach inkblot test.</td>
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<td>SS.912.P.16.6</td>
<td>Discuss the reliability and validity of personality assessment techniques.</td>
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<td>SS.912.P.16.7</td>
<td>Discuss biological and situational influences.</td>
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<td>SS.912.P.16.9</td>
<td>Discuss connection to health and work on personality.</td>
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<td>Define psychologically abnormal behavior.</td>
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<td>Describe historical and cross-cultural views of abnormality.</td>
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<td>Describe major models of abnormality.</td>
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<td>Discuss the impact of psychological disorders on the individual, family, and society.</td>
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<td>SS.912.P.17.6</td>
<td>Describe the classification of psychological disorders.</td>
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<td>SS.912.P.17.7</td>
<td>Discuss the challenges associated with diagnosis.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may also include, but are not limited to, dissociative disorders and schizophrenia.</td>
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<td>SS.912.P.17.8</td>
<td>Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).</td>
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<td>SS.912.P.17.9</td>
<td>Evaluate how different factors influence an individual's experience of psychological disorders.</td>
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<td>Explain how psychological treatments have changed over time and among cultures.</td>
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<td>SS.912.P.18.2</td>
<td>Match methods of treatment to psychological perspectives.</td>
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<td>SS.912.P.18.3</td>
<td>Explain why psychologists use a variety of treatment options.</td>
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<td>Identify biomedical treatments.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, aversive conditioning, drug therapy, electroconvulsive therapy, and psychosurgery.</td>
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<td>SS.912.P.18.5</td>
<td>Identify psychological treatments.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, psychotherapy, psychoanalysis, client-centered therapy, active listening, behavior therapy, systematic desensitization, token economy, cognitive therapy, family therapy, therapeutic touch therapy, and light exposure therapy.</td>
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<td>Describe appropriate treatments for different age groups.</td>
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<td>SS.912.P.18.7</td>
<td>Evaluate the efficacy of treatments for particular disorders.</td>
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<td>Identify other factors that improve the efficacy of treatment.</td>
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<td>Identify treatment providers for psychological disorders and the training required for each.</td>
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<td>SS.912.P.19.1</td>
<td>Define stress as a psychophysiological reaction.</td>
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<td>SS.912.P.19.2</td>
<td>Identify and explain potential sources of stress.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, physical illness, major work or family events, debt, unemployment, lack of ability to accept uncertainty, negativity, perfectionism, low self-esteem, and loneliness.</td>
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<td>Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to healthy lifestyles, positive experiences, sense of well-being, and overcoming illness-related behaviors.</td>
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<td>Identify ways to promote mental health and physical fitness.</td>
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<td>Describe the characteristics of and factors that promote resilience and optimism.</td>
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<td>SS.912.P.19.7</td>
<td>Distinguish between effective and ineffective means of dealing with stressors and other health issues.</td>
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LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

Evaluate reports based on data. ★

Standard Relation to Course: Supporting

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get further information. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Psychology 1 - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructonal Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and
social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

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<tbody>
<tr>
<td><strong>Course Path:</strong> Grades PreK to 12 Education Courses &gt; <strong>Grade Group:</strong> Grades 9 to 12 and Adult Education Courses &gt; <strong>Subject:</strong> Social Studies &gt; <strong>SubSubject:</strong> Psychology &gt; <strong>Abbreviated Title:</strong> PSYCH 1</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong> Half credit (.5)</td>
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<tr>
<td><strong>Course Type:</strong> Elective Course</td>
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<td><strong>Course Status:</strong> Course Approved</td>
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<tr>
<td><strong>Grade Level(s):</strong> 9,10,11,12</td>
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**Educator Certifications**

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<td>Describe physical and motor development in infancy.</td>
</tr>
<tr>
<td>SS.912.P.1.17:</td>
<td>Describe how infant perceptual abilities and intelligence develop.</td>
</tr>
<tr>
<td>SS.912.P.1.18:</td>
<td>Describe the development of attachment and the role of the caregiver.</td>
</tr>
<tr>
<td>SS.912.P.1.19:</td>
<td>Describe the development of communication and language in infancy.</td>
</tr>
<tr>
<td>SS.912.P.1.20:</td>
<td>Describe physical and motor development in childhood.</td>
</tr>
<tr>
<td>SS.912.P.1.21:</td>
<td>Describe how memory and thinking ability develops in childhood.</td>
</tr>
<tr>
<td>SS.912.P.1.22:</td>
<td>Describe the principles of classical conditioning. <strong>Clarifications:</strong> Topics may include, but are not limited to, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, acquisition, extinction, and spontaneous recovery.</td>
</tr>
</tbody>
</table>
SS.912.P.7.2: Describe clinical and experimental examples of classical conditioning.

SS.912.P.7.3: Apply classical conditioning to everyday life.

SS.912.P.7.4: Describe the Law of Effect.

SS.912.P.7.5: Describe the principles of operant conditioning.

Clariﬁcations:
Topics may include, but are not limited to, Edward Thorndike, B.F. Skinner, reinforcement, punishment, positive reinforcement, and negative reinforcement, primary reinforcement, secondary reinforcement, and partial reinforcement.

SS.912.P.7.6: Describe clinical and experimental examples of operant conditioning.

SS.912.P.7.7: Apply operant conditioning to everyday life.

SS.912.P.7.8: Describe the principles of observational and cognitive learning.

Clariﬁcations:
Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.

SS.912.P.7.9: Apply observational and cognitive learning to everyday life.

SS.912.P.8.1: Describe the structure and function of language.

Clariﬁcations:
Topics may include, but are not limited to, phoneme, morpheme, and grammar.

SS.912.P.8.2: Discuss the relationship between language and thought.

Clariﬁcations:
Topics may include, but are not limited to, Noam Chomsky, B.F. Skinner, babbling, one-word stage, two-word stage, association, imitation, and rewards.

SS.912.P.8.3: Explain the process of language acquisition.

SS.912.P.8.4: Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.

Clariﬁcations:
Examples may include, but are not limited to, environmental influences, neural networks, biological influences, nature and nurture, influence of culture, semantic slanting, name calling, and bilingualism.

SS.912.P.8.5: Evaluate the theories of language acquisition.

Clariﬁcations:
Examples may include, but are not limited to, Broca's area and Wernicke's area.

SS.912.P.8.6: Identify the brain structures associated with language.

Clariﬁcations:
Examples may include, but are not limited to, list position, distributed v. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking and hierarchy.

SS.912.P.8.7: Discuss how damage to the brain may affect language.

Clariﬁcations:
Examples may include, but are not limited to, sensory memory, long term potentiation, explicit memories, and implicit memories.

SS.912.P.11.1: Identify factors that influence encoding.

Clariﬁcations:
Examples may also include, but are not limited to, sensory, short-term, working, long-term, Alzheimer's disease, brain injury, Huntington's disease, Parkinson's disease, and stress.

SS.912.P.11.2: Characterize the difference between shallow (surface) and deep (elaborate) processing.

SS.912.P.11.3: Discuss strategies for improving the encoding of memory.

SS.912.P.11.4: Describe the differences between working memory and long-term memory.

Clariﬁcations:
Examples may include, but are not limited to, context theory and state-dependent memory.

SS.912.P.11.5: Identify and explain biological processes related to how memory is stored.

SS.912.P.11.6: Discuss types of memory and memory disorders (e.g., amnesias, dementias).

Clariﬁcations:
Examples may include, but are not limited to, retrieval cues in memory.

SS.912.P.11.7: Analyze the importance of retrieval cues in memory.

Clariﬁcations:
Examples may include, but are not limited to, recall, recollection, recognition, and relearning.

SS.912.P.11.8: Explain the role that interference plays in retrieval.

Clariﬁcations:
Examples may include, but are not limited to, proactive interference and retroactive interference.

SS.912.P.11.9: Discuss the factors influencing how memories are retrieved.

Clariﬁcations:
Topics may include, but are not limited to, context theory and state-dependent memory.

SS.912.P.11.10: Explain how memories can be malleable.

SS.912.P.11.11: Discuss strategies for improving the retrieval of memories.

SS.912.P.12.1: Define cognitive processes involved in understanding information.

Clariﬁcations:
Examples may include, but are not limited to, encoding, storage, and retrieval.

SS.912.P.12.2: Define processes involved in problem solving and decision making.

Clariﬁcations:
Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.

Describe obstacles to problem solving.

**Clarifications:**
Examples may include, but are not limited to, fixation and functional fixedness.

---

Describe obstacles to decision making.

**Clarifications:**
Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.

---

Describe obstacles to making good judgments.

**Clarifications:**
Examples may include, but are not limited to, framing and belief perseverance.

---

Evaluate psychodynamic theories.

**Clarifications:**
Examples may include, but are not limited to, psychoanalytic, dream analysis, and transference.

---

Evaluate humanistic theories.

**Clarifications:**
Examples may include, but are not limited to, client-centered therapy, active listening, behavior therapy, and gestalt therapy.

---

Evaluate social-cognitive theories.

**Clarifications:**
Examples may include, but are not limited to, social learning theory and social cognitive theory.

---

Discuss self-concept.

**Clarifications:**
Examples may include, but are not limited to, self-esteem, self-actualization, and self-efficacy.

---

Discuss biological and situational influences.

**Clarifications:**
Examples may include, but are not limited to, genetic factors, environmental factors, and life events.

---

Discuss how stigma relates to abnormal behavior.

**Clarifications:**
Examples may include, but are not limited to, prejudice, discrimination, and social exclusion.

---

Define psychologically abnormal behavior.

**Clarifications:**
Examples may include, but are not limited to, deviant behavior, pathological behavior, and disordered behavior.

---

Identify ethical challenges involved in delivery of treatment.

**Clarifications:**
Examples may include, but are not limited to, confidentiality, informed consent, and informed refusal.

---

Identify ways to promote mental health and physical fitness.

**Clarifications:**
Examples may include, but are not limited to, exercise, nutrition, and stress management.

---

Identify biomedical treatments.

**Clarifications:**
Examples may include, but are not limited to, psychotherapy, psychoanalysis, and behavior therapy.

---

Identify psychological treatments.

**Clarifications:**
Examples may include, but are not limited to, psychotherapy, psychoanalysis, client-centered therapy, active listening, behavior therapy, systematic desensitization, token economy, cognitive therapy, family therapy, therapeutic touch therapy, and light exposure therapy.

---

Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

**Clarifications:**
Examples may include, but are not limited to, dissociative disorders and schizophrenia.

---

Describe major models of abnormality.

**Clarifications:**
Examples may include, but are not limited to, medical model and bio-psycho-social model.

---

Describe obstacles to making good judgments.

**Clarifications:**
Examples may include, but are not limited to, framing and belief perseverance.

---

Describe obstacles to decision making.

**Clarifications:**
Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.

---

Describe obstacles to problem solving.

**Clarifications:**
Examples may include, but are not limited to, fixation and functional fixedness.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clariﬁcations:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**MA.K12.MTR.5.1:**
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clariﬁcations:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.2.1:**
Complete tasks with mathematical ﬂuency.
Mathematicians who complete tasks with mathematical ﬂuency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with conﬁdence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efﬁciency when performing calculations.

**Clariﬁcations:**
Teachers who encourage students to complete tasks with mathematical ﬂuency:
- Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
- Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
- Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

**MA.K12.MTR.3.1:**
Engage in discussions that reﬂect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efﬁciency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clariﬁcations:**
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.4.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.5.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
MA.K12.MTR.6.1:

- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

MA.K12.MTR.7.1:

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _______ because ________." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Health Studies.
GENERAL NOTES

Psychology 1 - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2107300
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Psychology > Abbreviated Title: PSYCH 1
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Length: Semester (S)
Course Level: 2

Educator Certifications

Psychology (Grades 6-12)
Guidance & Counseling (Preschool-Secondary PK-12)
School Psychologist (Preschool-Secondary PK-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.P.2.1</td>
<td>Describe the scientific method and its role in psychology.</td>
</tr>
<tr>
<td>SS.912.P.2.2</td>
<td>Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</td>
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<tr>
<td>SS.912.P.2.3</td>
<td>Define systematic procedures used to improve the validity of research findings, such as external validity.</td>
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<td><strong>Clarifications:</strong> Examples may also include, but are not limited to internal validity.</td>
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<tr>
<td>SS.912.P.2.4</td>
<td>Discuss how and why psychologists use non-human animals in research.</td>
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<tr>
<td>SS.912.P.2.5</td>
<td>Identify ethical standards psychologists must address regarding research with human participants.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, informed consent of participants, protection of participants from harm and discomfort, protection of participants' privacy, and provision of full explanation of completed research to participants.</td>
</tr>
<tr>
<td>SS.912.P.2.6</td>
<td>Identify ethical guidelines psychologists must address regarding research with non-human animals.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, justification of the research, informed personnel, and provision for safety and well-being of non-human research animals.</td>
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<tr>
<td>SS.912.P.2.7</td>
<td>Define descriptive statistics and explain how they are used by psychological scientists.</td>
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<tr>
<td>SS.912.P.2.8</td>
<td>Define forms of qualitative data and explain how they are used by psychological scientists.</td>
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<tr>
<td>SS.912.P.2.9</td>
<td>Define correlation coefficients and explain their appropriate interpretation.</td>
</tr>
<tr>
<td>SS.912.P.2.10</td>
<td>Interpret graphical representations of data as used in both quantitative and qualitative methods.</td>
</tr>
<tr>
<td>SS.912.P.2.11</td>
<td>Explain other statistical concepts, such as statistical significance and effect size.</td>
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<td><strong>Clarifications:</strong> Examples may also include, but are not limited to, inferential statistics, comparative statistics, statistical inference, and correlation coefficient.</td>
</tr>
<tr>
<td>SS.912.P.2.12</td>
<td>Explain how validity and reliability of observations and measurements relate to data analysis.</td>
</tr>
<tr>
<td>SS.912.P.3.1</td>
<td>Identify the major divisions and subdivisions of the human nervous system.</td>
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<tr>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, central nervous system, peripheral nervous system, brain, spinal cord, somatic nervous system, autonomic nervous system, sympathetic division, and parasympathetic division.</td>
</tr>
<tr>
<td>SS.912.P.3.2</td>
<td>Identify the parts of the neuron and describe the basic process of neural transmission.</td>
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<td></td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, dendrites, soma, axon, neural impulse, myelin sheath, and terminal branches of the axon.</td>
</tr>
<tr>
<td>SS.912.P.3.3</td>
<td>Differentiate between the structures and functions of the various parts of the central nervous system.</td>
</tr>
<tr>
<td>SS.912.P.3.4</td>
<td>Describe lateralization of brain functions.</td>
</tr>
<tr>
<td>SS.912.P.3.5</td>
<td>Discuss the mechanisms and the importance of plasticity of the nervous system.</td>
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<tr>
<td>SS.912.P.3.6</td>
<td>Describe how the endocrine glands are linked to the nervous system.</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, hormones, pituitary gland, thyroid gland, adrenal gland.</td>
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<td>SS.912.P.3.7</td>
<td>Describe the effects of hormones on behavior and mental processes.</td>
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<tr>
<td>SS.912.P.3.8</td>
<td>Describe hormone effects on the immune system.</td>
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<tr>
<td>SS.912.P.3.9</td>
<td>Describe concepts in genetic transmission.</td>
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<td><strong>Clarifications:</strong> Concepts may include, but are not limited to, mutation, natural selection, identical twins, fraternal twins, and heritability.</td>
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<tr>
<td>SS.912.P.3.10</td>
<td>Describe the interactive effects of heredity and environment.</td>
</tr>
<tr>
<td>SS.912.P.4.1</td>
<td>Discuss processes of sensation and perception and how they interact.</td>
</tr>
<tr>
<td>SS.912.P.4.2</td>
<td>Explain the concepts of threshold and adaptation.</td>
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<tr>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, light, heat, wind and chemical substances.</td>
</tr>
<tr>
<td>SS.912.P.4.3</td>
<td>List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.</td>
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<tr>
<td>SS.912.P.4.4</td>
<td>Describe the visual sensory system.</td>
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<tr>
<td>SS.912.P.4.5</td>
<td>Describe the auditory sensory system.</td>
</tr>
<tr>
<td>SS.912.P.4.6</td>
<td>Describe other sensory systems, such as olfaction, gestation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).</td>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, similarity, proximity, closure, and continuity.</td>
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<tr>
<td>SS.912.P.4.7</td>
<td>Explain Gestalt principles of perception.</td>
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<tr>
<td>SS.912.P.4.8</td>
<td>Describe binocular and monocular depth cues.</td>
</tr>
<tr>
<td>SS.912.P.4.9</td>
<td>Describe the importance of perceptual constancies.</td>
</tr>
<tr>
<td>SS.912.P.4.10</td>
<td>Describe perceptual illusions.</td>
</tr>
</tbody>
</table>
Describe the nature of attention.

Discuss psychological research examining race and ethnicity.

Describe attributional explanations of behavior.

Describe how psychoactive drugs act at the synaptic level.

Discuss psychological research examining diversity in sexual orientation.

Discuss how an individual influences group behavior.

Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).

Describe the circadian rhythm and its relation to sleep.

Discuss alternative conceptualizations of intelligence.
| SS.912.P.13.3: | Describe the extremes of intelligence. |
| SS.912.P.13.4: | Discuss the history of intelligence testing, including historical use and misuse in the context of fairness. |
| SS.912.P.13.6: | Identify measures of and data on reliability and validity for intelligence test scores. |
| SS.912.P.13.7: | Discuss issues related to the consequences of intelligence testing. |
| SS.912.P.13.8: | Discuss the influences of biological, cultural, and environmental factors on intelligence. |
| SS.912.P.14.4: | Explain the role of culture in human motivation. |
| SS.912.P.14.5: | Discuss eating behavior. |
| SS.912.P.14.6: | Discuss sexual behavior and orientation. |
| SS.912.P.14.7: | Discuss achievement motivation. |
| SS.912.P.14.8: | Discuss other ways in which humans and non-human animals are motivated. |
| SS.912.P.15.1: | Explain the biological and cognitive components of emotion. |
| SS.912.P.15.2: | Discuss psychological research on basic human emotions. |
| SS.912.P.15.3: | Differentiate among theories of emotional experience. |
| SS.912.P.15.4: | Explain how biological factors influence emotional interpretation and expression. |
| SS.912.P.15.5: | Explain how culture and gender influence emotional interpretation and expression. |
| SS.912.P.15.6: | Explain how other environmental factors influence emotional interpretation and expression. |
| SS.912.P.15.7: | Identify biological and environmental influences on the expression of negative emotions, such as fear. |
| SS.912.P.15.8: | Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness. |
| SS.912.P.20.2: | Identify resources to help select psychology programs for further study. |
| SS.912.P.20.3: | Identify degree requirements for psychologists and psychology-related careers. |
| SS.912.P.20.4: | Identify careers related to psychology. |
| SS.912.P.20.5: | Discuss ways in which psychological science addresses domestic and global issues. |
| SS.912.P.20.6: | Identify careers in psychological science that have evolved as a result of domestic and global issues. |
| LAFS.910.RH.1.1: | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LAFS.910.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| LAFS.910.RH.2.4: | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| LAFS.910.RH.2.5: | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.3.10: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.RH.3.11: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.RH.3.12: Present information, findings, and supporting evidence clearly, accurately, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.RH.3.13: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to the significance of the topic.

LAFS.910.RH.3.14: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

LAFS.910.RH.3.15: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

LAFS.910.RH.3.16: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

LAFS.910.WHST.1.2: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LAFS.910.WHST.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.WHST.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.910.WHST.2.6: Write arguments focused on discipline-specific content.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.WHST.3.1: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LAFS.910.WHST.3.2: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LAFS.910.WHST.3.3: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LAFS.910.WHST.3.4: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.4.1: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MALS.910.SL.1.1: Identify aspects of discipline-specific content.

MALS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

MALS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

MALS.910.SL.2.4: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

MALS.910.SL.2.5: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

MALS.910.SL.2.6: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

MALS.910.WHST.4.2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MALS.910.WHST.4.3: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

MALS.910.WHST.4.4: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

MALS.910.WHST.4.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

MALS.910.WHST.4.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

MALS.910.WHST.4.7: Draw evidence from informational texts to support analysis, reflection, and research.

MALS.910.WHST.4.8: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MALS.912.S-IC.2.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

MALS.912.S-IC.2.4: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

MALS.912.S-IC.2.5: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

MALS.912.S-IC.2.6: Evaluate reports based on data. ★

MALS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clariﬁcations:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<table>
<thead>
<tr>
<th>MAFS.912.S-ID.1.3:</th>
<th>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
</tr>
<tr>
<td>MAFS.912.S-ID.1.4:</td>
<td>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★</td>
</tr>
</tbody>
</table>
| **Clarifications:** | Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★
| a. | Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models. |
| b. | Informally assess the fit of a function by plotting and analyzing residuals. |
| c. | Fit a linear function for a scatter plot that suggests a linear association. |
| MAFS.912.S-ID.2.6: | Distinguish between correlation and causation. ★ |
| **Clarifications:** | Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals. |
| MAFS.912.S-ID.3.7: | Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★ |
| MAFS.912.S-ID.3.8: | Compute (using technology) and interpret the correlation coefficient of a linear fit. ★ |
| MAFS.912.S-ID.3.9: | Distinguish between correlation and causation. ★ |
| **Make sense of problems and persevere in solving them.** | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givers, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| MAFS.K12.MP.1.1: | Construct viable arguments and critique the reasoning of others. |
| **Clarifications:** | Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |
| MAFS.K12.MP.3.1: | Attend to precision. |
| **Clarifications:** | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MAFS.K12.MP.6.1: | **GENERAL NOTES** |
| **Psychology** | Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology. |
| **Mathematics Benchmark Guidance** | Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs. |

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CM5_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.P.2.1</td>
<td>Describe the scientific method and its role in psychology.</td>
</tr>
<tr>
<td>SS.912.P.2.2</td>
<td>Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</td>
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<tr>
<td>SS.912.P.2.3</td>
<td>Define systematic procedures used to improve the validity of research findings, such as external validity.</td>
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<tr>
<td>SS.912.P.2.4</td>
<td>Discuss how and why psychologists use non-human animals in research.</td>
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<tr>
<td>SS.912.P.2.5</td>
<td>Identify ethical standards psychologists must address regarding research with human participants.</td>
</tr>
<tr>
<td>SS.912.P.2.6</td>
<td>Identify ethical guidelines psychologists must address regarding research with non-human animals.</td>
</tr>
<tr>
<td>SS.912.P.2.7</td>
<td>Define descriptive statistics and explain how they are used by psychological scientists.</td>
</tr>
<tr>
<td>SS.912.P.2.8</td>
<td>Define forms of qualitative data and explain how they are used by psychological scientists.</td>
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<tr>
<td>SS.912.P.2.9</td>
<td>Define correlation coefficients and explain their appropriate interpretation.</td>
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<tr>
<td>SS.912.P.2.10</td>
<td>Interpret graphical representations of data as used in both quantitative and qualitative methods.</td>
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<tr>
<td>SS.912.P.2.11</td>
<td>Explain other statistical concepts, such as statistical significance and effect size.</td>
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<tr>
<td>SS.912.P.2.12</td>
<td>Explain how validity and reliability of observations and measurements relate to data analysis.</td>
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<tr>
<td>SS.912.P.3.1</td>
<td>Identify the major divisions and subdivisions of the human nervous system.</td>
</tr>
<tr>
<td>SS.912.P.3.2</td>
<td>Identify the parts of the neuron and describe the basic process of neural transmission.</td>
</tr>
<tr>
<td>SS.912.P.3.3</td>
<td>Differentiate between the structures and functions of the various parts of the central nervous system.</td>
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<tr>
<td>SS.912.P.3.4</td>
<td>Describe lateralization of brain functions.</td>
</tr>
<tr>
<td>SS.912.P.3.5</td>
<td>Discuss the mechanisms and the importance of plasticity of the nervous system.</td>
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<tr>
<td>SS.912.P.3.6</td>
<td>Describe how the endocrine glands are linked to the nervous system.</td>
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<tr>
<td>SS.912.P.3.7</td>
<td>Describe the effects of hormones on behavior and mental processes.</td>
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<tr>
<td>SS.912.P.3.8</td>
<td>Describe hormone effects on the immune system.</td>
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<tr>
<td>SS.912.P.3.9</td>
<td>Describe concepts in genetic transmission.</td>
</tr>
<tr>
<td>SS.912.P.3.10</td>
<td>Describe the interactive effects of heredity and environment.</td>
</tr>
<tr>
<td>SS.912.P.4.1</td>
<td>Discuss processes of sensation and perception and how they interact.</td>
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<tr>
<td>SS.912.P.4.2</td>
<td>Explain the concepts of threshold and adaptation.</td>
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<tr>
<td>SS.912.P.4.3</td>
<td>List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.</td>
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<tr>
<td>SS.912.P.4.4</td>
<td>Describe the visual sensory system.</td>
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<tr>
<td>SS.912.P.4.5</td>
<td>Describe the auditory sensory system.</td>
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<tr>
<td>SS.912.P.4.6</td>
<td>Describe other sensory systems, such as olfaction, gestation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).</td>
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<tr>
<td>SS.912.P.4.7</td>
<td>Explain Gestalt principles of perception.</td>
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<tr>
<td>SS.912.P.4.8</td>
<td>Describe binocular and monocular depth cues.</td>
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<tr>
<td>SS.912.P.4.9</td>
<td>Describe the importance of perceptual constancies.</td>
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<tr>
<td>SS.912.P.4.10</td>
<td>Describe perceptual illusions.</td>
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</tbody>
</table>
Describe the nature of attention.

Explain how experiences and expectations influence perception.

Identify states of consciousness.

Examples may include, but are not limited to, consciousness, sleep, dreams, hypnotic states, meditative states, and drug-induced states.

Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).

Describe the circadian rhythm and its relation to sleep.

Examples may include, but are not limited to, Stage 1 sleep, Stage 2 sleep, Stage 3 sleep, Stage 4 sleep, and REM sleep.

Compare theories about the functions of sleep.

Examples may include, but are not limited to, Repair and Restoration Theory, Evolutionary Theory, and Information Consolidation Theory.

Describe types of sleep disorders.

Examples may include, but are not limited to, insomnia, sleep apnea, narcolepsy, somnambulism, night terrors, bruxism enuresis, and myoclonus.

Compare theories about the functions of dreams.

Examples may include, but are not limited to, psychoanalytic theory, and activation-synthesis model.

Characterize the major categories of psychoactive drugs and their effects.

Examples may include, but are not limited to, depressants, opiates, stimulants, hallucinogens, and marijuana.

Compare theories about the functions of dreams.

Examples may include, but are not limited to, psychoanalytic theory, and activation-synthesis model.

Discuss alternative conceptualizations of intelligence.

Examples may include, but are not limited to, Howard Gardner's theory of multiple intelligences, Daniel Goleman's theory of emotional intelligence.

Discuss factors influencing attraction and relationships.

Examples may include, but are not limited to, proximity, physical attractiveness, and similarity.
SS.912.P.13.3: Describe the extremes of intelligence.

SS.912.P.13.4: Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.


SS.912.P.13.6: Identify measures of and data on reliability and validity for intelligence test scores.

SS.912.P.13.7: Discuss issues related to the consequences of intelligence testing.

SS.912.P.13.8: Discuss the influences of biological, cultural, and environmental factors on intelligence.


SS.912.P.14.4: Explain the role of culture in human motivation.

SS.912.P.14.5: Discuss eating behavior.

SS.912.P.14.6: Discuss sexual behavior and orientation.

SS.912.P.14.7: Discuss achievement motivation.

SS.912.P.14.8: Discuss other ways in which humans and non-human animals are motivated.

SS.912.P.15.1: Explain the biological and cognitive components of emotion.

SS.912.P.15.2: Discuss psychological research on basic human emotions.

SS.912.P.15.3: Differentiate among theories of emotional experience.

SS.912.P.15.4: Explain how biological factors influence emotional interpretation and expression.

SS.912.P.15.5: Explain how culture and gender influence emotional interpretation and expression.

SS.912.P.15.6: Explain how other environmental factors influence emotional interpretation and expression.

SS.912.P.15.7: Identify biological and environmental influences on the expression experience of negative emotions, such as fear.

SS.912.P.15.8: Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

SS.912.P.15.9: Identify careers in psychological science and practice.

SS.912.P.15.10: Identify resources to help select psychology programs for further study.

SS.912.P.15.11: Identify careers related to psychology.

SS.912.P.16.1: Identify careers in psychological science that have evolved as a result of domestic and global issues.


SS.912.P.16.3: Identify careers related to psychology.

SS.912.P.16.4: Discuss ways in which psychological science addresses domestic and global issues.

SS.912.P.16.5: Identify careers in psychological science that have evolved as a result of domestic and global issues.

MA.K12.MTR.1.1: Clarifications: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.
### MA.K12.MTR.7.1:

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

### ELA.K12.EE.1.1:

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Read and comprehend grade-level complex texts proficiently.

### ELA.K12.EE.3.1:

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

### ELA.K12.EE.4.1:

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

### ELA.K12.EE.5.1:

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

### ELD.K12.ELL.5.1:

**Clarifications:**
English language learners communicate for social and instructional purposes within the school setting.

### ELD.K12.ELL.5.5.1:

**Clarifications:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### HE.912.C.2.4:

**Clarifications:**
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

### General Course Information and Notes

**GENERAL NOTES**
Psychology 2 - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS5_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2107310
Course Path: Sections: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Psychology > Abbreviated Title: PSYCH 2
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Length: Semester (S)
Course Level: 2

Educator Certifications

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<tr>
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General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2107350

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

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General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2107360
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Psychology > Abbreviated Title: AICE PSYCH 1 AS
Course Length: Year (Y)
Course Attributes:
  - Advanced International Certificate of Education (AICE)
Course Level: 3
Number of Credits: One (1) credit
Grade Level(s): 9,10,11,12

Educator Certifications

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**General Course Information and Notes**

**GENERAL NOTES**


**GENERAL INFORMATION**

**Course Number:** 2107370

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Psychology > Abbreviated Title: AICE PSYCH 2 AL

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**
- Advanced International Certificate of Education (AICE)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9, 10, 11, 12

**Educator Certifications**

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General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2107800
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >
SubSubject: Psychology >
Abbreviated Title: IB PSYCHOLOGY 1
Course Length: Year (Y)
Course Attributes:
  - International Baccalaureate (IB)
Course Level: 3

Educator Certifications

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International Baccalaureate Psychology
2 (#2107810) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2107810

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Psychology >

Abbreviated Title: IB PSYCHOLOGY 2

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

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International Baccalaureate Psychology
3 (#2107820) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2107820

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Psychology >

Abbreviated Title: IB PSYCHOLOGY 3

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

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Discuss the concept of deviance and how society discourages deviant behavior using social control.

Give examples of subcultures and describe what makes them unique.

Discuss the social norms of at least two groups to which the student belongs.

Examine the ways that groups function, such as roles, interactions and leadership.

Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.

Define the key components of a culture, such as knowledge, language and explain why these rules of behavior are considered important to society.
Examples may include, but are not limited to, social class, economic group memberships, cultural group, gender, and age.

SS.912.S.5.5.3: Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” “teenagers,” “Americans,” “gangs,” and “hippies,” from a world perspective.

SS.912.S.5.5.4: Define ethnocentrism and explain how it can be beneficial or destructive to a culture.

SS.912.S.5.5.5: Identify the factors that influence change in social norms over time.

SS.912.S.5.5.6: Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.

SS.912.S.5.5.8: Analyze the primary and secondary groups common to different age groups in society.

SS.912.S.5.5.9: Conduct research and analysis on an issue associated with social structure or social institutions.

SS.912.S.5.5.10: Identify both rights and responsibilities the individual has to primary and secondary groups.

SS.912.S.5.5.11: Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.

SS.912.S.5.5.12: Explain how roles and role expectations can lead to role conflict.

SS.912.S.5.6.1: Define a social issue to be analyzed.

SS.912.S.5.6.2: Analyze the primary and secondary groups common to different age groups in society.

SS.912.S.5.6.3: Describe how and why societies change over time.

SS.912.S.5.6.4: Examine various social influences that can lead to immediate and long-term changes.

SS.912.S.5.6.5: Examine how technological innovations and scientific discoveries have influenced major social institutions.

SS.912.S.5.6.6: Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.

SS.912.S.5.6.7: Describe how the role of the mass media has changed over time and project what changes might occur in the future.

SS.912.S.5.6.8: Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.

SS.912.S.5.6.9: Describe how collective behavior can influence and change society.

SS.912.S.5.6.10: Trace the development of the use of a specific type of technology in the community.

SS.912.S.5.6.11: Investigate the consequences in society as a result of changes.

SS.912.S.5.6.12: Propose a plan to improve a social structure, and design the means needed to implement the change.

SS.912.S.5.7.1: Cite examples of the use of technology in research.

SS.912.S.5.7.2: Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.

SS.912.S.5.7.3: Identify characteristics of a “social” problem, as opposed to an “individual” problem.

SS.912.S.5.7.4: Describe how social problems have changed over time.

SS.912.S.5.7.5: Explain how patterns of behavior are found with certain social problems.

SS.912.S.5.7.6: Discuss the implications of social problems for society.

SS.912.S.5.7.7: Discuss how societies recognize rites of passage.

SS.912.S.5.7.8: Examine how individual and group responses are often associated with social problems.

SS.912.S.5.7.9: Examine how and why societies change over time.

SS.912.S.5.7.10: Examine factors that could lead to the breakdown and disruption of an existing community.

SS.912.S.5.7.11: Examine the consequences in society as a result of changes.

SS.912.S.5.7.12: Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.

SS.912.S.5.7.13: Discuss the implications of social problems for society.
Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.

Discuss both the benefits and social costs of collective behavior in society.

Identify a community social problem and discuss appropriate actions to address the problem.

Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Examples may include, but are not limited to, Gandhi, Hitler, Martin Luther King, Jr., and Susan B. Anthony.

SS.912.S.8.6: Clarifications:
Examples may include, but are not limited to, news media and advertisements.

SS.912.S.8.7: Clarifications:
SS.912.S.8.8: Clarifications:
Examples may include, but are not limited to, Orson Welles “The War of the Worlds” radio broadcast, and rumors in the mass media, on the internet, or in the community.

SS.912.S.8.9: Clarifications:
SS.912.S.8.10: Clarifications:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.1: Define propaganda and discuss the methods of propaganda used to influence social behavior.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.3.10: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.RH.3.11: Use claims, counters, reasons, between reasons and evidence, and between claim(s) and counterclaims fairly, supplying data and evidence for each.

LAFS.910.RH.3.12: Use clear transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LAFS.910.RH.3.13: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.14: Introduce a topic, organize ideas, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LAFS.910.RH.3.15: Write arguments focused on discipline-specific content.

LAFS.910.RH.3.16: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LAFS.910.RH.3.17: Write arguments focused on discipline-specific content.

LAFS.910.RH.3.18: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LAFS.910.RH.3.19: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LAFS.910.RH.3.20: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content.

LAFS.910.WHST.1.2: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LAFS.910.WHST.1.3: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LAFS.910.WHST.1.4: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LAFS.910.WHST.1.5: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LAFS.910.WHST.1.6: Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.WHST.2.1: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LAFS.910.WHST.2.2: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LAFS.910.WHST.2.3: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LAFS.910.WHST.2.4: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LAFS.910.WHST.2.5: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LAFS.910.WHST.2.6: Provide a concluding statement or section that follows from or supports the argument presented.

LAFS.910.WHST.3.1: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LAFS.910.WHST.3.2: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LAFS.910.WHST.3.3: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LAFS.910.WHST.3.4: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LAFS.910.WHST.3.5: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LAFS.910.WHST.3.6: Provide a concluding statement or section that follows from or supports the argument presented.
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read arguments or counterarguments and determine whether the reasoning is correct.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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**GENERAL INFORMATION**

**Course Number:** 2108300

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

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**Educator Certifications**

- Sociology (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.S.1.1:</td>
<td>Discuss the development of the field of sociology as a social science.</td>
</tr>
<tr>
<td>SS.912.S.1.2:</td>
<td>Identify early leading theorists within social science.</td>
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<td>SS.912.S.1.3:</td>
<td>Compare sociology with other social science disciplines.</td>
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<tr>
<td>SS.912.S.1.4:</td>
<td>Examine changing points of view of social issues, such as poverty, crime and discrimination.</td>
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<td>SS.912.S.1.5:</td>
<td>Evaluate various types of sociologic research methods.</td>
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<tr>
<td>SS.912.S.1.6:</td>
<td>Distinguish fact from opinion in data sources to analyze various points of view about a social issue.</td>
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<td>SS.912.S.1.7:</td>
<td>Determine cause-and-effect relationship issues among events as they relate to sociology.</td>
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<td>SS.912.S.1.8:</td>
<td>Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.</td>
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<td>SS.912.S.1.9:</td>
<td>Develop a working definition of sociology that has personal application.</td>
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<tr>
<td>SS.912.S.2.1:</td>
<td>Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.</td>
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<td>SS.912.S.2.2:</td>
<td>Explain the differences between a culture and a society.</td>
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<td>SS.912.S.2.3:</td>
<td>Recognize the influences of genetic inheritance and culture on human behavior.</td>
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<tr>
<td>SS.912.S.2.4:</td>
<td>Give examples of subcultures and describe what makes them unique.</td>
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<td>SS.912.S.2.5:</td>
<td>Compare social norms among various subcultures.</td>
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<tr>
<td>SS.912.S.2.6:</td>
<td>Identify the factors that promote cultural diversity within the United States.</td>
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<td>SS.912.S.2.7:</td>
<td>Explain how various practices of the culture create differences within group behavior.</td>
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<td>SS.912.S.2.8:</td>
<td>Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.</td>
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<td>SS.912.S.2.9:</td>
<td>Prepare original written and oral reports and presentations on specific events, people or historical eras.</td>
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<td>SS.912.S.2.10:</td>
<td>Identify both rights and responsibilities the individual has to the group.</td>
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<td>SS.912.S.3.1:</td>
<td>Explain how roles and role expectations can lead to role conflict.</td>
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<td>SS.912.S.3.2:</td>
<td>Explain how various practices of the culture create differences within group behavior.</td>
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<td>SS.912.S.3.3:</td>
<td>Examine and analyze various points of view relating to historical and current events.</td>
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<td>SS.912.S.3.4:</td>
<td>Describe how individuals are affected by the different social groups to which they belong.</td>
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<td>SS.912.S.3.5:</td>
<td>Identify major characteristics of social groups familiar to the students.</td>
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<tr>
<td>SS.912.S.3.6:</td>
<td>Examine the ways that groups function, such as roles, interactions and leadership.</td>
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<td>SS.912.S.3.7:</td>
<td>Discuss the social norms of at least two groups to which the student belongs.</td>
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<tr>
<td>SS.912.S.3.8:</td>
<td>Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.</td>
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<td>SS.912.S.3.9:</td>
<td>Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.</td>
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<td>SS.912.S.3.10:</td>
<td>Discuss the concept of deviance and how society discourages deviant behavior using social control.</td>
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<td>SS.912.S.3.11:</td>
<td>Identify early leading theorists within social science.</td>
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<td>SS.912.S.3.12:</td>
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<td>SS.912.S.3.13:</td>
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<td>SS.912.S.3.14:</td>
<td>Examine the ways that groups function, such as roles, interactions and leadership.</td>
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<td>SS.912.S.3.15:</td>
<td>Discuss the social norms of at least two groups to which the student belongs.</td>
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<td>Discuss the concept of deviance and how society discourages deviant behavior using social control.</td>
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<td>SS.912.S.4.9:</td>
<td>Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.</td>
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<tr>
<td>SS.912.S.5.1:</td>
<td>Discuss the concept of political power and factors that influence political power.</td>
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<tr>
<td>SS.912.S.5.2:</td>
<td>Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.</td>
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</tbody>
</table>
Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” “teenagers,” “Americans,” “gangs,” and “hippies,” from a world perspective.

Identify both rights and responsibilities the individual has to primary and secondary groups.

Conduct research and analysis on an issue associated with social structure or social institutions.

Cite examples of the use of technology in social research.

Describe how collective behavior (working in groups) can influence and change society.

Examine various social influences that can lead to immediate and long-term changes.

Describe how collective behavior can influence and change society.

Discuss the impact of leaders of different social movements.

Discuss theories that attempt to explain collective behavior.

Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.

Identify characteristics of a “social” problem, as opposed to an “individual” problem.

Propose a plan to improve a social structure, and design the means needed to implement the change.

Examine how individual and group responses are often associated with social problems.

Discuss the implications of social problems for society.

Examine factors that could lead to the breakdown and disruption of an existing community.

Discuss the impact of leaders of different social movements.
Clarifications:
Examples may include, but are not limited to, Gandhi, Hitler, Martin Luther King, Jr., and Susan B. Anthony.

SS.912.S.8.6: Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.

Clarifications:
Examples may include, but are not limited to, news media and advertisements.

SS.912.S.8.7: Discuss both the benefits and social costs of collective behavior in society.

Clarifications:
Examples may include, but are not limited to, news media and advertisements.

SS.912.S.8.8: Identify a community social problem and discuss appropriate actions to address the problem.

Clarifications:
Examples may include, but are not limited to, Orson Welles “The War of the Worlds” radio broadcast, and rumors in the mass media, on the internet, or in the community.

SS.912.S.8.9: Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Clarifications:
Examples may include, but are not limited to, news media and advertisements.

SS.912.S.8.10: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1: Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Clarifications:
Examples may include, but are not limited to, news media and advertisements.

MA.K12.MTR.2.1: Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Examples may include, but are not limited to, news media and advertisements.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Examples may include, but are not limited to, news media and advertisements.

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Examples may include, but are not limited to, news media and advertisements.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
MA.K12.MTR.5.1:
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

ELA.K12.EE.1.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students build on ideas, propel the conversation, and support claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
General Course Information and Notes

**GENERAL NOTES**

**Sociology** - Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values, and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CM5_Document&DocID=439. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

- **Course Number:** 2108300
- **Number of Credits:** Half credit (.5)
- **Course Type:** Elective Course
- **Course Status:** State Board Approved
- **Grade Level(s):** 9,10,11,12

**Course Path:**
- **Section:** Grades PreK to 12 Education
- **Grades 9 to 12 and Adult**
- **Subject:** Social Studies
- **Sociology**

**Abbreviated Title:** SOCIOLOGY

**Course Length:** Semester (S)

**Course Level:** 2

**Educator Certifications:**

- Sociology (Grades 6-12)
- Social Science (Grades 5-9)
- Social Science (Grades 6-12)
Cambridge AICE Sociology 1 AS Level (#2108310) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2108310

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Sociology > Abbreviated Title: AICE SOCIOLOGY 1 AS

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Length: Year (Y)

Course Attributes:

- Advanced International Certificate of Education (AICE)

Course Level: 3

Educator Certifications

Sociology (Grades 6-12)

Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

**Course Number:** 2108320
**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Sociology > Abbreviated Title: AICE SOCIOLOGY 2 AL
**Number of Credits:** One (1) credit
**Course Type:** Elective Course
**Course Status:** Course Approved
**Grade Level(s):** 9,10,11,12
**Course Length:** Year (Y)
**Course Attributes:**
  - Advanced International Certificate of Education (AICE)
**Course Level:** 3

Educator Certifications

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<td>Social Science (Grades 6-12)</td>
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### SS.912.W.6.7
**Clarifications:**
Examples are Western incursions, Opium Wars, Taiping and Boxer Revolutions, nationalist revolution.

### SS.912.W.7.1
Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

### SS.912.W.7.2
**Clarifications:**
Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.

### SS.912.W.7.3
**Clarifications:**
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

### SS.912.W.7.4
Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

### SS.912.W.7.5
**Clarifications:**
Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

### SS.912.W.7.6
Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

### SS.912.W.7.7
**Clarifications:**
Examples are the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

### SS.912.W.7.8
**Clarifications:**
Examples are prejudice, racism, stereotyping, economic competition.

### SS.912.W.7.9
**Clarifications:**
Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China’s subsequent rise as a world power.

### SS.912.W.7.10
**Clarifications:**
Examples are Churchill, Roosevelt, Stalin.

### SS.912.W.7.11
**Clarifications:**
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

### SS.912.W.7.12
**Clarifications:**
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

### SS.912.W.7.13
**Clarifications:**
Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru.

### SS.912.W.7.14
**Clarifications:**
Examples are Western incursions, Opium Wars, Taiping and Boxer Revolutions, nationalist revolution.

### SS.912.W.7.15
**Clarifications:**
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

### SS.912.W.7.16
**Clarifications:**
Examples are the collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

### SS.912.W.7.17
**Clarifications:**
Examples are the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

### SS.912.W.7.18
**Clarifications:**
Examples are the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

### SS.912.W.7.19
**Clarifications:**
Examples are the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

### SS.912.W.7.20
**Clarifications:**
Examples are the collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.
| SS.912.W.9.5: | Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world. |
| SS.912.W.9.6: | Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries. |
| SS.912.W.9.7: | Describe the impact of and global response to international terrorism. |
| LAFS.910.RH.1.1: | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| LAFS.910.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| LAFS.910.RH.1.3: | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| LAFS.910.RH.2.4: | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| LAFS.910.RH.2.5: | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| LAFS.910.RH.2.6: | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| LAFS.910.RH.3.7: | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| LAFS.910.RH.3.8: | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| LAFS.910.RH.3.9: | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| LAFS.910.RH.4.10: | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| LAFS.910.SL.1.1: | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| LAFS.910.SL.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| LAFS.910.SL.1.3: | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LAFS.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LAFS.910.WHST.1.1: | Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterarguments in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. |
| LAFS.910.WHST.1.2: | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| LAFS.910.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LAFS.910.WHST.2.5: | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LAFS.910.WHST.2.6: | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| LAFS.910.WHST.3.7: | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LAFS.910.WHST.3.8: | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| LAFS.910.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research. |
| LAFS.910.WHST.4.10: | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to
MAFS.912.S-IC.2.3: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.4: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.5: Evaluate reports based on data. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

Clariﬁcations: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clariﬁcations: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Clariﬁcations: In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, deﬁnitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.5.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufﬁciently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear deﬁnitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efﬁciently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of deﬁnitions.

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clariifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

VERSION DESCRIPTION

World History 9-12 Course - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blib.core.windows.net/uploads/docs/standards/eld/ss.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through salala@fldoe.org.

Additional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=439. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2109310

Course Attributes: None

Course Path: Section: Grades PreK to 12 Education Courses > Grade Level(s): 9,10,11,12

Education Courses > Subject: Social Studies

SubSubject: World and Eastern Hemispheric Histories

Abbreviated Title: WORLD HIST

Course Length: Year (Y)

Course Attributes:
- Class Size Core Required

Course Level: 2

Graduation Requirement: World History

Educator Certifications
History (Grades 6-12)
Social Science (Grades 5-9)
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<td>2109415-Pre-Advanced Placement World History and Geography</td>
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- Describe the rise and achievements of significant rulers in medieval Europe.
- Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
- Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
- Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
- Determine the factors that contributed to the growth of a modern economy.
- Trace the growth and development of a national identity in the countries of England, France, and Spain.
- Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
- Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- Describe the impact of Japan's physiography on its economic and political development.
- Compare Japanese feudalism with Western European feudalism during the Middle Ages.
- Describe Japan's cultural and economic relationship to China and Korea.
- Discuss significant people and beliefs associated with Islam.
- Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- Describe key economic, political, and social developments in Islamic history.
- Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- Identify important figures associated with the Crusades.
- Trace the growth of major sub-Saharan African kingdoms and empires.
- Identify key significant economic, political, and social characteristics of Ghana.
- Identify key figures and significant economic, political, and social characteristics associated with Mali.
- Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
- Identify key figures and significant economic, political, and social characteristics associated with Songhai.
- Compare economic, political, and social developments in East, West, and South Africa.
- Identify key figures and significant economic, political, and social characteristics associated with the Crusades.
- Describe the rise and achievements of significant rulers in medieval Europe.
- Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
- Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
- Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
- Determine the factors that contributed to the growth of a modern economy.
- Trace the growth and development of a national identity in the countries of England, France, and Spain.
- Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
- Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- Describe the impact of Japan's physiography on its economic and political development.
- Compare Japanese feudalism with Western European feudalism during the Middle Ages.
- Describe Japan's cultural and economic relationship to China and Korea.
- Discuss significant people and beliefs associated with Islam.
- Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- Describe key economic, political, and social developments in Islamic history.
- Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- Identify important figures associated with the Crusades.
- Trace the growth of major sub-Saharan African kingdoms and empires.
- Identify key significant economic, political, and social characteristics of Ghana.
- Identify key figures and significant economic, political, and social characteristics associated with Mali.
- Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
- Identify key figures and significant economic, political, and social characteristics associated with Songhai.
- Compare economic, political, and social developments in East, West, and South Africa.
- Identify key figures and significant economic, political, and social characteristics associated with the Crusades.
- Describe the rise and achievements of significant rulers in medieval Europe.
- Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
- Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
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- Compare economic, political, and social developments in East, West, and South Africa.
- Identify key figures and significant economic, political, and social characteristics associated with the Crusades.
Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

Locate major civilizations of Mesoamerica and Andean South America.

Describe the roles of people in the Maya, Inca, and Aztec societies.

Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

Identify characteristics of Renaissance humanism in works of art.

Identify major contributions of individuals associated with the Scientific Revolution.

Examine the roles of people in the Maya, Inca, and Aztec societies.

Locate major civilizations of Mesoamerica and Andean South America.

Analyze the Roman Catholic Church's response to the Protestant Reformation.

Identify major causes of the Enlightenment.

Summarize the major ideas of Enlightenment philosophers.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Summarize the major ideas of Enlightenment philosophers.

Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Identify the importance of the American and French Revolutions.

Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

Summarize the social and economic effects of the Industrial Revolution.

Identify major causes of the Enlightenment.

Summarize the major ideas of Enlightenment philosophers.

Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L’Ouverture.

Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.

Analyze the causes and effects of the unification of Italy and Germany.

Analyze the causes and effects of imperialism.

Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.
Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

Describe the changing nature of warfare during World War I.

Summarize significant effects of World War I.

Identify major events in China during the 19th and early 20th centuries related to imperialism.

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Discuss the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

Analyze the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Identify the wartime strategy and post-war plans of the Allied leaders.

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

Describe characteristics of the early Cold War.

Summarize key developments in post-war China.

Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

Describe the effects of World War II.

Summarize the causes and effects of post-World War II economic and demographic changes.

Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

Describe the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Describe the causes and effects of post-World War II economic and demographic changes.

Describe cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

Describe the causes and effects of twentieth century nationalist conflicts.

Describe the causes and effects of twentieth century nationalist conflicts.
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Describe the impact of and global response to international terrorism.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1: Assess the reasonableness of solutions.</th>
<th>Mathematics who assess the reasonableness of solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Estimate to discover possible solutions.</td>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
</tr>
<tr>
<td>- Use use calculations when solving problems.</td>
<td>- Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
<td>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>- Have students estimate or predict solutions prior to solving.</td>
<td>- Prompt students to continually ask, &quot;Does this solution make sense? How do you know?&quot;</td>
</tr>
<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
<td>- Strengthen students' ability to verify solutions through justifications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.7.1: Apply mathematics to real-world contexts.</th>
<th>Mathematics who apply mathematics to real-world contexts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Connect mathematical concepts to everyday experiences.</td>
<td>- Use models and methods to understand, represent, and solve problems.</td>
</tr>
<tr>
<td>- Use perform investigations to gather data or determine if a method is appropriate.</td>
<td>- Redesign models and methods to improve accuracy or efficiency.</td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
<td>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>- Have students estimate or predict solutions prior to solving.</td>
<td>- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
<tr>
<td>- Reinforce that students check their work as they progress within and after a task.</td>
<td>- Challenge students to question the accuracy of their models and methods.</td>
</tr>
<tr>
<td>- Strengthen students' ability to verify solutions through justifications.</td>
<td>- Support students as they validate conclusions by comparing them to the given situation.</td>
</tr>
<tr>
<td>- Indicate how various concepts can be applied to other disciplines.</td>
<td>Cite evidence to explain and justify reasoning.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.</th>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 Students include textual evidence in their written and oral communication. Students should name the text they refer to when they include evidence.</td>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>3-4 Students include relevant textual evidence in their written and oral communication. Students should name the text they refer to when they include evidence.</td>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text they refer to when they include evidence. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information.</td>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
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</tr>
<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
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<tr>
<th>ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.</th>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use models and methods to understand, represent, and solve problems.</td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
<td>Make inferences to support comprehension.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>ELA.K12.EE.3.1: Make inferences to support comprehension.</th>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
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</table>

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<tr>
<th>ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</td>
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<td>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
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<tr>
<th>ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.</th>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
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<tr>
<th>ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.</th>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
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<tr>
<th>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</th>
<th>Clarifications:</th>
</tr>
</thead>
</table>
General Course Information and Notes

VERSION DESCRIPTION

World History 9-12 Course - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

Additional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2109310
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: WORLD HIST
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12,30,31
Graduation Requirement: World History

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
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</tr>
</tbody>
</table>

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world. <strong>Clarifications:</strong> Examples are economic, social, political, environmental.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.7:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time. <strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.H.1.3:</td>
<td>Explain the contributions of the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinian, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. <strong>Clarifications:</strong> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Compare time measurement systems used by different cultures. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.H.3.3:</td>
<td>Interpret and evaluate primary and secondary sources. <strong>Clarifications:</strong> Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.H.3.4:</td>
<td>Evaluate the role of history in shaping identity and character. <strong>Clarifications:</strong> Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. <strong>Clarifications:</strong> Students will explain why the Holocaust is history's most extreme example of antisemitism.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Compare the physical and cultural attributes of major world regions. <strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Explore the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome. <strong>Clarifications:</strong> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>Describe issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.W.1.7:</td>
<td>Locate the extent of Byzantine territory at the height of the empire. <strong>Clarifications:</strong> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</td>
</tr>
<tr>
<td>SS.912.W.1.8:</td>
<td>Describe the impact of Constantine the Great's establishment of &quot;New Rome&quot; (Constantinople) and his recognition of Christianity as a legal religion. <strong>Clarifications:</strong> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.1.9:</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure. <strong>Clarifications:</strong> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.W.2.2:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time. <strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.W.2.3:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
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<td>SS.912.W.2.4:</td>
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</tr>
<tr>
<td>SS.912.W.2.5:</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome. <strong>Clarifications:</strong> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
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<td>SS.912.W.2.6:</td>
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<td>SS.912.W.2.7:</td>
<td>Describe issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
</tbody>
</table>
| SS.912.W.2.8: | Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent. **Clarifications:** Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.
| SS.912.W.2.9 | Analyze the impact of the collapse of the Western Roman Empire on Europe. |
| SS.912.W.2.10 | Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization. |
| SS.912.W.2.11 | **Clarifications:** Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror. |
| SS.912.W.2.12 | Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power. |
| SS.912.W.2.13 | Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe. |
| SS.912.W.2.15 | **Clarifications:** Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class. |
| SS.912.W.2.16 | Trace the growth and development of a national identity in the countries of England, France, and Spain. |
| SS.912.W.2.17 | **Clarifications:** Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism. |
| SS.912.W.2.18 | Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. |
| SS.912.W.2.19 | **Clarifications:** Examples are Magna Carta, parliament, habeas corpus. |
| SS.912.W.2.20 | Summarize the major cultural, economic, political, and religious developments in medieval Japan. |
| SS.912.W.2.21 | Compare Japanese feudalism with Western European feudalism during the Middle Ages. |
| SS.912.W.2.22 | Describe Japan's cultural and economic relationship to China and Korea. |
| SS.912.W.3.1 | **Clarifications:** Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam. |
| SS.912.W.3.2 | Compare the major beliefs and principles of Judaism, Christianity, and Islam. |
| SS.912.W.3.3 | Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula. |
| SS.912.W.3.4 | Describe the expansion of Islam into India and the relationship between Muslims and Hindus. |
| SS.912.W.3.5 | **Clarifications:** Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights. |
| SS.912.W.3.6 | Describe key economic, political, and social developments in Islamic history. |
| SS.912.W.3.7 | **Clarifications:** Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade. |
| SS.912.W.3.8 | Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. |
| SS.912.W.3.9 | **Clarifications:** Examples are Crusades, Reconquista. |
| SS.912.W.3.10 | Trace the growth of major sub-Saharan African kingdoms and empires. |
| SS.912.W.3.11 | **Clarifications:** Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery. |
| SS.912.W.3.12 | Identify key figures and significant economic, political, and social characteristics associated with Songhai. |
| SS.912.W.3.13 | **Clarifications:** Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure. |
Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

Describe the causes and effects of 19th Latin American and Caribbean

Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

Describe the 19th and early 20th century social and political reforms

Summarize the causes, key events, and effects of the unification of Italy and Germany.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.W.6.6</td>
<td>Analyze the causes and effects of imperialism.</td>
</tr>
<tr>
<td>SS.912.W.6.7</td>
<td>Identify major events in China during the 19th and early 20th centuries related to imperialism.</td>
</tr>
<tr>
<td>SS.912.W.7.1</td>
<td>Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</td>
</tr>
<tr>
<td>SS.912.W.7.2</td>
<td>Describe the changing nature of warfare during World War I.</td>
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<tr>
<td>SS.912.W.7.3</td>
<td>Summarize significant effects of World War I.</td>
</tr>
<tr>
<td>SS.912.W.7.4</td>
<td>Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</td>
</tr>
<tr>
<td>SS.912.W.7.5</td>
<td>Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</td>
</tr>
<tr>
<td>SS.912.W.7.6</td>
<td>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</td>
</tr>
<tr>
<td>SS.912.W.7.7</td>
<td>Trace the causes and key events related to World War II.</td>
</tr>
<tr>
<td>SS.912.W.7.8</td>
<td>Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</td>
</tr>
<tr>
<td>SS.912.W.7.9</td>
<td>Identify the wartime strategy and post-war plans of the Allied leaders.</td>
</tr>
<tr>
<td>SS.912.W.7.10</td>
<td>Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.</td>
</tr>
<tr>
<td>SS.912.W.7.11</td>
<td>Describe the effects of World War II.</td>
</tr>
<tr>
<td>SS.912.W.8.1</td>
<td>Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.</td>
</tr>
<tr>
<td>SS.912.W.8.2</td>
<td>Describe characteristics of the early Cold War.</td>
</tr>
<tr>
<td>SS.912.W.8.3</td>
<td>Summarize key developments in post-war China.</td>
</tr>
<tr>
<td>SS.912.W.8.4</td>
<td>Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.</td>
</tr>
<tr>
<td>SS.912.W.8.5</td>
<td>Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</td>
</tr>
<tr>
<td>SS.912.W.8.6</td>
<td>Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</td>
</tr>
<tr>
<td>SS.912.W.8.7</td>
<td>Compare post-war independence movements in African, Asian, and Caribbean countries.</td>
</tr>
<tr>
<td>SS.912.W.8.8</td>
<td>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</td>
</tr>
<tr>
<td>SS.912.W.8.9</td>
<td>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.8.10</td>
<td>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</td>
</tr>
<tr>
<td>SS.912.W.9.1</td>
<td>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</td>
</tr>
<tr>
<td>SS.912.W.9.2</td>
<td>Describe the causes and effects of post-World War II economic and demographic changes.</td>
</tr>
<tr>
<td>SS.912.W.9.3</td>
<td>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</td>
</tr>
</tbody>
</table>
### SS.912.W.9.4: 
**Clarifications:**
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

### SS.912.W.9.5: 
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

### SS.912.W.9.6: 
Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

### SS.912.W.9.7: 
Describe the impact of and global response to international terrorism.

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1:</th>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<td></td>
<td>• Ask questions that will help with solving the task.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Mathematicians who demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td></td>
<td>• Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Mathematicians who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>• Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td></td>
<td>• Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td></td>
<td>• Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>• Compare the efficiency of a method to those expressed by others.</td>
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<tr>
<td></td>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
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<tr>
<td></td>
<td>• Justify results by explaining methods and processes.</td>
</tr>
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<td></td>
<td>• Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

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<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</th>
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<tbody>
<tr>
<td></td>
<td>• Focus on relevant details within a problem.</td>
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<tr>
<td></td>
<td>• Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td></td>
<td>• Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td></td>
<td>• Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td></td>
<td>• Look for similarities among problems.</td>
</tr>
<tr>
<td></td>
<td>• Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>
Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:
Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:
Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:
Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:
Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:
Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:
Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.
General Course Information and Notes

VERSION DESCRIPTION

World History 9-12 Course - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supports document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

Additional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=439. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2109310

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: WORLD HIST

Number of Credits: One (1) credit

Course Type: Core Academic Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12,30,31
Graduation Requirement: World History

Course Length: Year (Y)

Course Attributes:
- Class Size Core Required

Course Level: 2

Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
<table>
<thead>
<tr>
<th>Equivalent Courses</th>
</tr>
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<tbody>
<tr>
<td>2109415-Pre-Advanced Placement World History and Geography</td>
</tr>
<tr>
<td>Equivalency start year: 2018</td>
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<tr>
<td>Name</td>
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Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Describe the impact of and global response to international terrorism.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

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d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to purpose, audience, and task.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to
MAFS.912.S-IC.2.3: Each.★
Standard Relation to Course: Supporting

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★
Standard Relation to Course: Supporting

MAFS.912.S-IC.2.4: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.★
Standard Relation to Course: Supporting

MAFS.912.S-IC.2.5: Evaluate reports based on data.★
Standard Relation to Course: Supporting

MAFS.912.S-IC.2.6: Represent data with plots on the real number line (dot plots, histograms, and box plots).★
Standard Relation to Course: Supporting

MAFS.912.S-ID.1.1: Each.★
Standard Relation to Course: Supporting

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.2: Each.★
Standard Relation to Course: Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.★

Clariﬁcations:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.3: Each.★
Standard Relation to Course: Supporting

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).★

Clariﬁcations:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.4: Each.★
Standard Relation to Course: Supporting

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.★

MAFS.K12.MP.1.1: Each.★
Standard Relation to Course: Supporting

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, deﬁnitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.3.1: Each.★
Standard Relation to Course: Supporting

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufﬁciently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.5.1: Each.★
Standard Relation to Course: Supporting

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear deﬁnitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efﬁciently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of deﬁnitions.

Standard Relation to Course: Supporting

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
GENERAL NOTES

World History 9-12 Course - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Note: Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards: Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109315
Number of Credits: One (1) credit
Course Type: Credit Recovery
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
### Course Standards

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<th>Name</th>
<th>Description</th>
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<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
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<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
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<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
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<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
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<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
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<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
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<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<td>SS.912.G.4.7:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
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<td>SS.912.H.1.3:</td>
<td>Relate works in the arts to various cultures.</td>
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<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
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<td>SS.912.W.1.2:</td>
<td>Compare time measurement systems used by different cultures.</td>
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<td>SS.912.W.1.3:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
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<td>SS.912.W.1.4:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
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<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
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<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
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<td>SS.912.W.2.1:</td>
<td>Locate the extent of Byzantine territory at the height of the empire.</td>
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<td>SS.912.W.2.2:</td>
<td>Describe the impact of Constantine the Great's establishment of &quot;New Rome&quot; (Constantinople) and his recognition of Christianity as a legal religion.</td>
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<td>SS.912.W.2.3:</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</td>
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<td>SS.912.W.2.4:</td>
<td>Identify key figures associated with the Byzantine Empire.</td>
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<td>SS.912.W.2.5:</td>
<td>Explain the contributions of the Byzantine Empire.</td>
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<td>SS.912.W.2.6:</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century schism between the churches of Constantinople and Rome.</td>
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<td>SS.912.W.2.7:</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
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<td>SS.912.W.2.8:</td>
<td>Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.</td>
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<td>SS.912.W.2.9:</td>
<td>Analyze the impact of the collapse of the Western Roman Empire on Europe.</td>
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<td>SS.912.W.2.10:</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
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</table>
Describe the rise and achievements of significant rulers in medieval Europe.

**Clarifications:**
Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.

Determine the factors that contributed to the growth of a modern economy.

Trace the growth and development of a national identity in the countries of England, France, and Spain.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Describe the impact of Japan's physiography on its economic and political development.

Describe Japan's cultural and economic relationship to China and Korea.

Compare economic, political, and social developments in East, West, and South Africa.

Describe the rise and achievements of significant rulers in medieval Europe.

**Clarifications:**
Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.

Determine the factors that contributed to the growth of a modern economy.

Trace the growth and development of a national identity in the countries of England, France, and Spain.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Describe the impact of Japan's physiography on its economic and political development.

Describe Japan's cultural and economic relationship to China and Korea.

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**Clarifications:**
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<thead>
<tr>
<th>Standard</th>
</tr>
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<tbody>
<tr>
<td>SS.912.W.3.15: Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.</td>
</tr>
<tr>
<td>SS.912.W.3.16: Locate major civilizations of Mesoamerica and Andean South America.</td>
</tr>
<tr>
<td>SS.912.W.3.17: Describe the roles of people in the Maya, Inca, and Aztec societies.</td>
</tr>
<tr>
<td>SS.912.W.3.18: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</td>
</tr>
<tr>
<td>SS.912.W.3.19: Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</td>
</tr>
<tr>
<td>SS.912.W.4.1: Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</td>
</tr>
<tr>
<td>SS.912.W.4.2: Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
</tr>
<tr>
<td>SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
</tr>
<tr>
<td>SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.</td>
</tr>
<tr>
<td>SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</td>
</tr>
<tr>
<td>SS.912.W.4.7: Identify the major artistic, literary, and technological contributions of individuals associated with the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</td>
</tr>
<tr>
<td>SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
</tr>
<tr>
<td>SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.</td>
</tr>
<tr>
<td>SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.</td>
</tr>
<tr>
<td>SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.</td>
</tr>
<tr>
<td>SS.912.W.5.2: Identify major causes of the Enlightenment.</td>
</tr>
<tr>
<td>SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.</td>
</tr>
<tr>
<td>SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
</tr>
<tr>
<td>SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</td>
</tr>
<tr>
<td>SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.</td>
</tr>
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<td>SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.</td>
</tr>
<tr>
<td>SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.</td>
</tr>
<tr>
<td>SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.</td>
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<tr>
<td>SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.</td>
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<tr>
<td>SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.</td>
</tr>
<tr>
<td>SS.912.W.6.6: Analyze the causes and effects of imperialism.</td>
</tr>
</tbody>
</table>
Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

Describe the changing nature of warfare during World War I.

Summarize significant effects of World War I.

Identify the wartime strategy and post-war plans of the Allied leaders.

Describe the effects of World War II.

Identify major events in China during the 19th and early 20th centuries related to imperialism.

Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

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Describe characteristics of the early Cold War.

Summarize key developments in post-war China.

Describe the effects of post-World War II economic and demographic changes.

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Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Describe the impact of and global response to international terrorism.

**SS.912.W.9.5:** Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

**SS.912.W.9.6:** Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

**SS.912.W.9.7:** Describe the impact of and global response to international terrorism.

---

**MA.K12.MTR.1.1:**

<table>
<thead>
<tr>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td>• Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

• Cultivate a community of growth mindset learners.
• Foster perseverance in students by choosing tasks that are challenging.
• Develop students' ability to analyze and problem solve.
• Recognize students' effort when solving challenging problems.

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**MA.K12.MTR.2.1:**

<table>
<thead>
<tr>
<th>Mathematicians who demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td>• Express connections between concepts and representations.</td>
</tr>
<tr>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

• Help students make connections between concepts and representations.
• Provide opportunities for students to use manipulatives when investigating concepts.
• Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in different situations.

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**MA.K12.MTR.3.1:**

<table>
<thead>
<tr>
<th>Mathematicians who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>• Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>• Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>• Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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**MA.K12.MTR.4.1:**

<table>
<thead>
<tr>
<th>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td>• Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td>• Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td>• Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td>• Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students' ability to justify methods and compare their responses to the responses of their peers.

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**MA.K12.MTR.5.1:**

<table>
<thead>
<tr>
<th>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>• Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>• Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td>• Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>• Look for similarities among problems.</td>
</tr>
<tr>
<td>• Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
General Course Information and Notes

GENERAL NOTES

World History 9-12 Course – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Special Note: Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109315
Course Type: Credit Recovery
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education
Courses: Grades 9 to 12 and Adult
Education Courses: Social Studies
SubSubject: World and Eastern Hemispheric Histories
Abbreviated Title: WORLD HIST CR
Course Length: Credit Recovery (R)
Course Level: 2

Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
## Course Standards

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
</tbody>
</table>
| SS.912.G.2.1: | Clarifications:  
Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography.  |
| SS.912.G.2.2: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world.  |
| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  |
| SS.912.G.4.1: | Clarifications:  
Examples are desertification, global warming, cataclysmic natural disasters.  |
| SS.912.G.4.2: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.  |
| SS.912.G.4.3: | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.  |
| SS.912.G.4.4: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.  |
| SS.912.G.4.5: | Use political maps to describe the change in boundaries and governments within continents over time.  |
| SS.912.G.4.6: | Clarifications:  
Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.  |
| SS.912.H.1.1: | Use timelines to establish cause and effect relationships of historical events.  |
| SS.912.H.2.1: | Identify key figures associated with the Byzantine Empire.  |
| SS.912.H.2.2: | Clarifications:  
Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.  |
| SS.912.H.2.4: | Explain the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.  |
| SS.912.H.3.1: | Use timelines to establish cause and effect relationships of historical events.  |
| SS.912.H.4.1: | Interprett population growth and other demographic data for any given place.  |
| SS.912.H.4.2: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  |
| SS.912.H.4.3: | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.  |
| SS.912.H.4.4: | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.  |
| SS.912.H.4.5: | Use political maps to describe the change in boundaries and governments within continents over time.  |
| SS.912.H.4.6: | Clarifications:  
Examples are ethnic, cultural, personal, national, religious.  |
| SS.912.H.7.1: | Use timelines to establish cause and effect relationships of historical events.  |
| SS.912.H.8.1: | Clarifications:  
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.  |
| SS.912.H.9.1: | Interpret and evaluate primary and secondary sources.  |
| SS.912.H.10.1: | Clarifications:  
Examples are artifacts, images, auditory and written sources.  |
| SS.912.H.11.1: | Clarifications:  
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.  |
| SS.912.H.12.1: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).  |
| SS.912.H.13.1: | Evaluate the role of history in shaping identity and character.  |
| SS.912.H.14.1: | Clarifications:  
Examples are ethnic, cultural, personal, national, religious.  |
| SS.912.H.15.1: | Locate the extent of Byzantine territory at the height of the empire.  |
| SS.912.H.16.1: | Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.  |
| SS.912.H.17.1: | Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.  |
| SS.912.H.18.1: | Identify key figures associated with the Byzantine Empire.  |
| SS.912.H.19.1: | Clarifications:  
Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.  |
| SS.912.H.20.1: | Explain the contributions of the Byzantine Empire.  |
| SS.912.H.21.1: | Clarifications:  
Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.  |
| SS.912.H.22.1: | Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.  |
| SS.912.H.23.1: | Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.  |
| SS.912.H.24.1: | Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.  |
| SS.912.W.2.9 | Analyze the impact of the collapse of the Western Roman Empire on Europe. |
| SS.912.W.2.10 | Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization. |
| SS.912.W.2.11 | Describe the rise and achievements of significant rulers in medieval Europe. |
| SS.912.W.2.12 | Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power. |
| SS.912.W.2.13 | Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe. |
| SS.912.W.2.15 | Determine the factors that contributed to the growth of a modern economy. |
| SS.912.W.2.16 | Trace the growth and development of a national identity in the countries of England, France, and Spain. |
| SS.912.W.2.17 | Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. |
| SS.912.W.2.18 | Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. |
| SS.912.W.2.19 | Describe the impact of Japan's physiography on its economic and political development. |
| SS.912.W.2.20 | Summarize the major cultural, economic, political, and religious developments in medieval Japan. |
| SS.912.W.2.21 | Compare Japanese feudalism with Western European feudalism during the Middle Ages. |
| SS.912.W.2.22 | Describe Japan's cultural and economic relationship to China and Korea. |
| SS.912.W.3.1 | Discuss significant people and beliefs associated with Islam. |
| SS.912.W.3.2 | Compare the major beliefs and principles of Judaism, Christianity, and Islam. |
| SS.912.W.3.3 | Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula. |
| SS.912.W.3.4 | Describe the expansion of Islam into India and the relationship between Muslims and Hindus. |
| SS.912.W.3.5 | Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. |
| SS.912.W.3.6 | Describe key economic, political, and social developments in Islamic history. |
| SS.912.W.3.7 | Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century. |
| SS.912.W.3.8 | Identify important figures associated with the Crusades. |
| SS.912.W.3.9 | Trace the growth of major sub-Saharan African kingdoms and empires. |
| SS.912.W.3.10 | Identify key significant economic, political, and social characteristics of Ghana. |
| SS.912.W.3.11 | Identify key figures and significant economic, political, and social characteristics associated with Mali. |
| SS.912.W.3.12 | Identify key figures and significant economic, political, and social characteristics associated with Songhai. |
| SS.912.W.3.13 | Compare economic, political, and social developments in East, West, and South Africa. |
### SS.912.W.3.14
Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.

**Clarifications:** Examples are disruption of trade, internal political struggles, Islamic invasions.

### SS.912.W.3.15
Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

**Clarifications:**
- Examples are Maya, Aztec, Inca.

### SS.912.W.3.16
Locate major civilizations of Mesoamerica and Andean South America.

**Clarifications:**
- Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

### SS.912.W.3.17
Describe the roles of people in the Maya, Inca, and Aztec societies.

**Clarifications:**
- Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

### SS.912.W.3.18
Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

**Clarifications:**
- Examples are disruption of trade, internal political struggles, Islamic invasions.

### SS.912.W.3.19
Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

### SS.912.W.4.1
Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

### SS.912.W.4.2
Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

**Clarifications:**
- Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

### SS.912.W.4.3
Identify characteristics of Renaissance humanism in works of art.

**Clarifications:**
- Examples are influence of classics, School of Athens.

### SS.912.W.4.4
Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformations.

**Clarifications:**
- Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.

### SS.912.W.4.5
Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

**Clarifications:**
- Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

### SS.912.W.4.6
Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

**Clarifications:**
- Examples are influence of classics, School of Athens.

### SS.912.W.4.7
Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.

**Clarifications:**
- Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

### SS.912.W.4.8
Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformations.

**Clarifications:**
- Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

### SS.912.W.4.9
Identify the major contributions of individuals associated with the Scientific Revolution.

**Clarifications:**
- Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

### SS.912.W.4.10
Identify the major causes of the Enlightenment.

**Clarifications:**
- Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

### SS.912.W.4.11
Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

### SS.912.W.4.12
Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

### SS.912.W.4.13
Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

### SS.912.W.4.14
Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

### SS.912.W.4.15
Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

### SS.912.W.5.1
Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

**Clarifications:**
- Identify major causes of the Enlightenment.

### SS.912.W.5.2
Summarize the social and economic effects of the Industrial Revolution.

**Clarifications:**
- Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.

### SS.912.W.5.3
Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

### SS.912.W.5.4
Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

**Clarifications:**
- Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.
<p>| <strong>SS.912.W.6.6:</strong> | <strong>Analyze the causes and effects of imperialism.</strong> |
| <strong>Clarifications:</strong> | Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence. |
| <strong>SS.912.W.6.7:</strong> | <strong>Identify major events in China during the 19th and early 20th centuries related to imperialism.</strong> |
| <strong>Clarifications:</strong> | Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution. |
| <strong>SS.912.W.7.1:</strong> | <strong>Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</strong> |
| <strong>SS.912.W.7.2:</strong> | <strong>Describe the changing nature of warfare during World War I.</strong> |
| <strong>Clarifications:</strong> | Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life. |
| <strong>SS.912.W.7.3:</strong> | <strong>Summarize significant effects of World War I.</strong> |
| <strong>Clarifications:</strong> | Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles. |
| <strong>SS.912.W.7.4:</strong> | <strong>Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</strong> |
| <strong>SS.912.W.7.5:</strong> | <strong>Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</strong> |
| <strong>SS.912.W.7.6:</strong> | <strong>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</strong> |
| <strong>SS.912.W.7.7:</strong> | <strong>Trace the causes and key events related to World War II.</strong> |
| <strong>SS.912.W.7.8:</strong> | <strong>Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</strong> |
| <strong>SS.912.W.7.9:</strong> | <strong>Identify the wartime strategy and post-war plans of the Allied leaders.</strong> |
| <strong>SS.912.W.7.10:</strong> | <strong>Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.</strong> |
| <strong>SS.912.W.7.11:</strong> | <strong>Describe the effects of World War II.</strong> |
| <strong>SS.912.W.8.1:</strong> | <strong>Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.</strong> |
| <strong>SS.912.W.8.2:</strong> | <strong>Describe characteristics of the early Cold War.</strong> |
| <strong>Clarifications:</strong> | Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact. |
| <strong>SS.912.W.8.3:</strong> | <strong>Summarize key developments in post-war China.</strong> |
| <strong>Clarifications:</strong> | Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power. |
| <strong>SS.912.W.8.4:</strong> | <strong>Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.</strong> |
| <strong>SS.912.W.8.5:</strong> | <strong>Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</strong> |
| <strong>Clarifications:</strong> | Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence. |
| <strong>SS.912.W.8.6:</strong> | <strong>Compare post-war independence movements in African, Asian, and Caribbean countries.</strong> |
| <strong>SS.912.W.8.7:</strong> | <strong>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</strong> |
| <strong>Clarifications:</strong> | Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project. |
| <strong>SS.912.W.8.8:</strong> | <strong>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</strong> |
| <strong>Clarifications:</strong> | Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru. |
| <strong>SS.912.W.8.9:</strong> | <strong>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</strong> |
| <strong>SS.912.W.8.10:</strong> | <strong>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</strong> |
| <strong>Clarifications:</strong> | Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War. |
| <strong>SS.912.W.9.1:</strong> | <strong>Describe the causes and effects of post-World War II economic and demographic changes.</strong> |
| <strong>Clarifications:</strong> | Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living. |
| <strong>SS.912.W.9.2:</strong> | <strong>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</strong> |
| <strong>Clarifications:</strong> | Examples are prejudice, racism, stereotyping, economic competition. |</p>
<table>
<thead>
<tr>
<th>SS.912.W.9.4:</th>
<th>Describe the causes and effects of twentieth century nationalist conflicts.</th>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</td>
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<tr>
<td>SS.912.W.9.5:</td>
<td>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</td>
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<td>SS.912.W.9.6:</td>
<td>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</td>
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<td>SS.912.W.9.7:</td>
<td>Describe the impact of and global response to international terrorism.</td>
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<tr>
<th>MA.K12.MTR.1.1:</th>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>- Analyze the problem in a way that makes sense given the task.</td>
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<td></td>
<td>- Ask questions that will help with solving the task.</td>
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<td></td>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td></td>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>- Help and support each other when attempting a new method or approach.</td>
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<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Teachers who encourage students to participate actively in effortful learning both individually and with others:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>- Cultivate a community of growth mindset learners.</td>
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<td></td>
<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
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<td></td>
<td>- Develop students' ability to analyze and problem solve.</td>
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<td>- Recognize students' effort when solving challenging problems.</td>
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<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Complete tasks with mathematical fluency.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td></td>
<td>- Complete tasks accurately and with confidence.</td>
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<td></td>
<td>- Adapt procedures to apply them to a new context.</td>
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<td></td>
<td>- Use feedback to improve efficiency when performing calculations.</td>
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<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<td>- Analyze the mathematical thinking of others.</td>
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<td>- Compare the efficiency of a method to those expressed by others.</td>
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<td>- Recognize errors and suggest how to correctly solve the task.</td>
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<td>- Justify results by explaining methods and processes.</td>
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<td>- Construct possible arguments based on evidence.</td>
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<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Use patterns and structure to help understand and connect mathematical concepts.</th>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>- Focus on relevant details within a problem.</td>
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<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<td>- Decompose a complex problem into manageable parts.</td>
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<td>- Relate previously learned concepts to new concepts.</td>
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<td>- Look for similarities among problems.</td>
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<td>- Connect solutions of problems to more complicated large-scale situations.</td>
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<td>Content</td>
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| MA.K12.MTR.6.1 | Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, “Does this solution make sense? How do you know?”  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students’ ability to verify solutions through justifications. |
| MA.K12.MTR.7.1 | Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1 | K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |
| ELA.K12.EE.2.1 | Read and comprehend grade-level complex texts proficiently.  
- Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.3.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.4.1 | Use the accepted rules governing a specific format to create quality work.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.5.1 | Use appropriate voice and tone when speaking or writing.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |
Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clariations:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

**General Course Information and Notes**

**General Notes**

**World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Special Note:** Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### General Information

- **Course Number:** 2109315
- **Number of Credits:** One (1) credit
- **Course Type:** Credit Recovery
- **Course Status:** Draft - Course Pending Approval
- **Grade Level(s):** 9, 10, 11, 12

#### Course Path: Section:
- Grades PreK to 12 Education
- Courses > Grade Group: Grades 9 to 12 and Adult
- Education Courses > Subject: Social Studies >
- Sub-Subject: World and Eastern Hemispheric Histories >
- Abbreviated Title: WORLD HIST CR
- Course Length: Credit Recovery (R)
- Course Level: 2

#### Educator Certifications

- **History (Grades 6-12)**
- **Social Science (Grades 5-9)**
- **Social Science (Grades 6-12)**
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td><strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<tr>
<td>SS.912.G.4.7:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.3:</td>
<td><strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td><strong>Clarifications:</strong> Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td><strong>Clarifications:</strong> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
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<tr>
<td>SS.912.W.2.1:</td>
<td>Locate the extent of Byzantine territory at the height of the empire.</td>
</tr>
<tr>
<td>SS.912.W.2.2:</td>
<td>Describe the impact of Constantine the Great's establishment of &quot;New Rome&quot; (Constantinople) and his recognition of Christianity as a legal religion.</td>
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<tr>
<td>SS.912.W.2.3:</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</td>
</tr>
<tr>
<td>SS.912.W.2.4:</td>
<td><strong>Clarifications:</strong> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</td>
</tr>
<tr>
<td>SS.912.W.2.5:</td>
<td>Explain the contributions of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.6:</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</td>
</tr>
<tr>
<td>SS.912.W.2.7:</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.8:</td>
<td>Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.</td>
</tr>
<tr>
<td>SS.912.W.2.9:</td>
<td>Analyze the impact of the collapse of the Western Roman Empire on Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.10:</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
</tr>
<tr>
<td>SS.912.W.2.11:</td>
<td>Describe the rise and achievements of significant rulers in medieval Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.12:</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
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<tr>
<td>SS.912.W.2.13:</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
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<tr>
<td>SS.912.W.2.15:</td>
<td>Determine the factors that contributed to the growth of a modern economy.</td>
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<tr>
<td>SS.912.W.2.17:</td>
<td>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</td>
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<tr>
<td>SS.912.W.2.18:</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
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<tr>
<td>SS.912.W.2.19:</td>
<td>Describe the impact of Japan's physiography on its economic and political development.</td>
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<tr>
<td>SS.912.W.2.20:</td>
<td>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</td>
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<tr>
<td>SS.912.W.2.21:</td>
<td>Compare Japanese feudalism with Western European feudalism during the Middle Ages.</td>
</tr>
<tr>
<td>SS.912.W.3.1:</td>
<td>Discuss significant people and beliefs associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2:</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.3:</td>
<td>Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.</td>
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<tr>
<td>SS.912.W.3.4:</td>
<td>Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</td>
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<tr>
<td>SS.912.W.3.5:</td>
<td>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</td>
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<tr>
<td>SS.912.W.3.6:</td>
<td>Describe key economic, political, and social developments in Islamic history.</td>
</tr>
<tr>
<td>SS.912.W.3.7:</td>
<td>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</td>
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<tr>
<td>SS.912.W.3.8:</td>
<td>Identify important figures associated with the Crusades.</td>
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<tr>
<td>SS.912.W.3.9:</td>
<td>Trace the growth of major sub-Saharan African kingdoms and empires.</td>
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<td>SS.912.W.3.10:</td>
<td>Identify key significant economic, political, and social characteristics of Ghana.</td>
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<tr>
<td>SS.912.W.3.11:</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Mali.</td>
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<tr>
<td>SS.912.W.3.12:</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</td>
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<tr>
<td>SS.912.W.3.14:</td>
<td>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</td>
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<tr>
<td>SS.912.W.3.15:</td>
<td>Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.</td>
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<tr>
<td>SS.912.W.3.16:</td>
<td>Locate major civilizations of Mesoamerica and Andean South America.</td>
</tr>
<tr>
<td>SS.912.W.3.17:</td>
<td>Describe the roles of people in the Maya, Inca, and Aztec societies.</td>
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<tr>
<td>SS.912.W.3.18:</td>
<td>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</td>
</tr>
<tr>
<td>SS.912.W.3.19:</td>
<td>Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</td>
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<tr>
<td>SS.912.W.4.1:</td>
<td>Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</td>
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<tr>
<td>SS.912.W.4.2:</td>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
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<tr>
<td>SS.912.W.4.3:</td>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
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<tr>
<td>SS.912.W.4.4:</td>
<td>Identify characteristics of Renaissance humanism in works of art.</td>
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<tr>
<td>SS.912.W.4.5:</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
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<tr>
<td>SS.912.W.4.6:</td>
<td>Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</td>
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<tr>
<td>SS.912.W.4.7:</td>
<td>Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.</td>
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<tr>
<td>SS.912.W.4.8:</td>
<td>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</td>
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<tr>
<td>SS.912.W.4.9:</td>
<td>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
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<tr>
<td>SS.912.W.4.10:</td>
<td>Identify the major contributions of individuals associated with the Scientific Revolution.</td>
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<tr>
<td>SS.912.W.4.11:</td>
<td>Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.</td>
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<tr>
<td>SS.912.W.4.13:</td>
<td>Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.</td>
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<tr>
<td>SS.912.W.4.14:</td>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.4.15:</td>
<td>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.5.1:</td>
<td>Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.</td>
</tr>
<tr>
<td>SS.912.W.5.2:</td>
<td>Identify major causes of the Enlightenment.</td>
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<tr>
<td>SS.912.W.5.3:</td>
<td>Summarize the major ideas of Enlightenment philosophers.</td>
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<tr>
<td>SS.912.W.5.4:</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
</tr>
<tr>
<td>SS.912.W.5.5:</td>
<td>Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</td>
</tr>
<tr>
<td>SS.912.W.5.6:</td>
<td>Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.</td>
</tr>
<tr>
<td>SS.912.W.5.7:</td>
<td>Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L'Ouverture.</td>
</tr>
<tr>
<td>SS.912.W.6.1:</td>
<td>Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.</td>
</tr>
<tr>
<td>SS.912.W.6.2:</td>
<td>Summarize the social and economic effects of the Industrial Revolution.</td>
</tr>
<tr>
<td>SS.912.W.6.3:</td>
<td>Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.</td>
</tr>
<tr>
<td>SS.912.W.6.4:</td>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.6.5:</td>
<td>Analyze the causes and effects of imperialism.</td>
</tr>
<tr>
<td>SS.912.W.6.6:</td>
<td>Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.</td>
</tr>
</tbody>
</table>
Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

Describe the changing nature of warfare during World War I.

Summarize significant effects of World War I.

Identify the wartime strategy and post-war plans of the Allied leaders.

Describe the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

Describe characteristics of the early Cold War.

Summarize key developments in post-war China.

Summarize the causes and effects of post-World War II economic and demographic changes.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Identify major events in China during the 19th and early 20th centuries related to imperialism.

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Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Describe the impact of and global response to international terrorism.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Write a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to
MAFS.912.S-IC.2.3: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.4: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.5: Evaluate reports based on data. ★

Standard Relation to Course: Supporting

MAFS.912.S-IC.2.6: Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.1: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, respond to the arguments of others, and critique the reasoning of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.5.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, graphing technology can be used to graph functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Course Length: 
Course Level: 3

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

World History 9-12 Course - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=639. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2109330
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies
SubSubject: World and Eastern Hemispheric Histories
Abbreviated Title: WORLD HIST HON
Course Length: Year (Y)
Course Attributes:
  • Honors
  • Class Size Core Required
Course Level: 3
Course Type: Core Academic Course
Grade Level(s): 9,10,11,12
Graduation Requirement: World History
### Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>

### Equivalent Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Equivalency start year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2109415</td>
<td>Pre-Advanced Placement World History and Geography</td>
<td>2018</td>
</tr>
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</table>

Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, democracy.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world. <strong>Clarifications:</strong> Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. <strong>Clarifications:</strong> Examples are desertification, global warming, catastrophic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.4:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. <strong>Clarifications:</strong> Examples are desertification, global warming, catastrophic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time. Relate works in the arts to various cultures. <strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.H.1.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events. Compare time measurement systems used by different cultures. <strong>Clarifications:</strong> Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Interpret and evaluate primary and secondary sources. Explain how historians use historical inquiry and other sciences to understand the past. <strong>Clarifications:</strong> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). <strong>Clarifications:</strong> Examples are Justinius the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Evaluate the role of history in shaping identity and character. Identify key figures associated with the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinius's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.1:</td>
<td>Locate the extent of Byzantine territory at the height of the empire. <strong>Clarifications:</strong> Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.W.2.2:</td>
<td>Describe the impact of Constantine the Great's establishment of &quot;New Rome&quot; (Constantinople) and his recognition of Christianity as a legal religion. <strong>Clarifications:</strong> Examples are the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.W.2.3:</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure. Identify key figures associated with the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinius the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</td>
</tr>
<tr>
<td>SS.912.W.2.4:</td>
<td>Explain the contributions of the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinius's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
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<tr>
<td>SS.912.W.2.5:</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome. <strong>Clarifications:</strong> Examples are Justinius's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.6:</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinius's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
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<tr>
<td>SS.912.W.2.7:</td>
<td>Describe the rise of the Ottomans (Seljuk Turks), the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent. <strong>Clarifications:</strong> Examples are Justinius's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.8:</td>
<td>Analyze the impact of the collapse of the Western Roman Empire on Europe. <strong>Clarifications:</strong> Examples are Justinius's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.9:</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization. <strong>Clarifications:</strong> Examples are Justinius's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
</tbody>
</table>
Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power. 

Describe the rise and achievements of significant rulers in medieval Europe. 

Clarifications: Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

Determine the factors that contributed to the growth of a modern economy. 

Clarifications: Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

Trace the growth and development of a national identity in the countries of England, France, and Spain. 

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. 

Clarifications: Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, universities, Natural Law Philosophy, Scholasticism.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures. 

Clarifications: Examples are Magna Carta, parliament, habeas corpus.

Describe the impact of Japan's physiography on its economic and political development. 

Summarize the major cultural, economic, political, and religious developments in medieval Japan. 

Clarifications: Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.

Describe the expansion of Islam into India and the relationship between Muslims and Hindus. 

Describe the achievements, contributions, and key figures associated with the Islamic Golden Age. 

Clarifications: Examples are Al-Ma'mun, Avicenna, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

Compare Japanese feudalism with Western European feudalism during the Middle Ages. 

Describe Japan's cultural and economic relationship to China and Korea. 

Discuss significant people and beliefs associated with Islam. 

Clarifications: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe. 

Clarifications: Examples are Al-Ma'mun, Avicenna, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

Describe the growth of major sub-Saharan African kingdoms and empires. 

Identify key figures and significant economic, political, and social characteristics associated with Mali. 

Clarifications: Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery. 

Describe the growth and development of a national identity in the countries of England, France, and Spain. 

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe. 

Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. 

Identify key figures and significant economic, political, and social characteristics associated with Ghana. 

Clarifications: Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.

Clarifications: Examples are Saltiata, Epic of Saltiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.

Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. 

Identify key figures and significant economic, political, and social characteristics associated with Songhai. 

Clarifications: Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.

Compare economic, political, and social developments in East, West, and South Africa. 

Clarifications: Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

Determine the causes, effects, and extent of Islamic military expansion. 

Clarifications: Examples are Al-Ma'mun, Avicenna, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

Identify important figures associated with the Crusades. 

Clarifications: Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. 

Clarifications: Examples are disruption of trade, internal political struggles, Islamic invasions.
Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

Analyze the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

Identify characteristics of Renaissance humanism in works of art.

Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

Identify the major artistic, literary, and technological contributions of individuals associated with the Scientific Revolution.

Identify major causes of the Enlightenment.

Describe how the legacies of the Reformation shaped the development of constitutional monarchies in Europe, Southwest Asia, and the Americas.

Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).

Summarize the causes, key events, and effects of the unification of Italy and Germany.

Identify major causes of the Enlightenment.

Evaluate the impact of Enlightenment ideals on the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

Summarize the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

Summarize the social and economic effects of the Industrial Revolution.

Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.

Analyze the causes and effects of imperialism.

Describe the roles of people in the Maya, Inca, and Aztec societies.

Locate major civilizations of Mesoamerica and Andean South America.

Clarifications:
Examples are Maya, Aztec, Inca.

Clarifications:
Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

Clarifications:
Examples are class structure, family life, warfare, religious beliefs and practices, slavery.

Clarifications:
Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

Clarifications:
Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

Clarifications:
Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

Clarifications:
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

Clarifications:
Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.

Clarifications:
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Clarifications:
Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.
Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

Describe the changing nature of warfare during World War I.

Summarize significant effects of World War I.

Identify major events in China during the 19th and early 20th centuries related to imperialism.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Summarize key developments in post-war China.

Describe the effects of World War II.

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

Describe the changing nature of warfare during World War I.

Describe the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

Describe characteristics of the early Cold War.

Describe the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

Describe the causes and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

Identify major events in China during the 19th and early 20th centuries related to imperialism.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Identify major events in China during the 19th and early 20th centuries related to imperialism.

Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

Identify the wartime strategy and post-war plans of the Allied leaders.

Summarize the causes and effects of twentieth century nationalist conflicts.

Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Describe the impact of and global response to international terrorism.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</table>
| **MA.K12.STR.6.1:** | Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:  
- Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  
- Check calculations when solving problems.  
- Verify possible solutions by explaining the methods used.  
- Evaluate results based on the given context.  
**Clarifications:** Teachers who encourage students to assess the reasonableness of solutions:  
- Have students estimate or predict solutions prior to solving.  
- Prompt students to continually ask, "Does this solution make sense? How do you know?"  
- Reinforce that students check their work as they progress within and after a task.  
- Strengthen students' ability to verify solutions through justifications. |
| **MA.K12.STR.7.1:** | Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:  
- Connect mathematical concepts to everyday experiences.  
- Use models and methods to understand, represent and solve problems.  
- Perform investigations to gather data or determine if a method is appropriate.  
- Redesign models and methods to improve accuracy or efficiency.  
**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts:  
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.  
- Challenge students to question the accuracy of their models and methods.  
- Support students as they validate conclusions by comparing them to the given situation.  
- Indicate how various concepts can be applied to other disciplines. |
| **ELA.K12.EE.1.1:** | Cite evidence to explain and justify reasoning.  
**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |
| **ELA.K12.EE.2.1:** | Read and comprehend grade-level complex texts proficiently.  
**Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| **ELA.K12.EE.3.1:** | Make inferences to support comprehension.  
**Clarifications:** Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |
| **ELA.K12.EE.4.1:** | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
**Clarifications:** In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____. “ The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
| **ELA.K12.EE.5.1:** | Use the accepted rules governing a specific format to create quality work.  
**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| **ELA.K12.EE.6.1:** | Use appropriate voice and tone when speaking or writing.  
**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |
| **ELD.K12.ELL.SI.1:** | English language learners communicate for social and instructional purposes within the school setting. |
General Course Information and Notes

GENERAL NOTES

World History 9-12 Course: The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?

Action=CM5_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >
SubSubject: World and Eastern Hemispheric Histories >
Abbreviated Title: WORLD HIST HON
Course Length: Year (Y)
Course Attributes:
- Honors
- Class Size Core Required
Course Level: 3

Course Number: 2109320
Number of Credits: One (1) credit

Course Type: Core Academic Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: World History

Educator Certifications

History (Grades 6-12)
### Equivalent Courses

<table>
<thead>
<tr>
<th>2109415-Pre-Advanced Placement World History and Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalency start year: 2018</td>
</tr>
</tbody>
</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world. Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. <strong>Clarifications:</strong> Examples are ethnicity, culture, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
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<td>SS.912.G.4.4:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time. <strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.H.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events. <strong>Clarifications:</strong> Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.H.1.2:</td>
<td>Compare time measurement systems used by different cultures. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.H.1.3:</td>
<td>Interpret and evaluate primary and secondary sources. <strong>Clarifications:</strong> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.H.1.5:</td>
<td>Evaluate the role of history in shaping identity and character. <strong>Clarifications:</strong> Examples are ethnic, cultural, personal, national, religious.</td>
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<tr>
<td>SS.912.H.1.6:</td>
<td>Locate the extent of Byzantine territory at the height of the empire. <strong>Clarifications:</strong> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</td>
</tr>
<tr>
<td>SS.912.H.2.1:</td>
<td>Describe the impact of Constantine the Great’s establishment of “New Rome” (Constantinople) and his recognition of Christianity as a legal religion. <strong>Clarifications:</strong> Examples are Justinian’s Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
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<tr>
<td>SS.912.H.2.2:</td>
<td>Identify key figures associated with the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</td>
</tr>
<tr>
<td>SS.912.H.2.3:</td>
<td>The rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent. <strong>Clarifications:</strong> Examples of human characteristics are religion, government, economy, demography.</td>
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<td>SS.912.H.2.4:</td>
<td>Analyze the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome. <strong>Clarifications:</strong> Examples are Justinian’s Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
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<td>SS.912.H.2.5:</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinian’s Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
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<td>SS.912.H.2.7:</td>
<td>Describe the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure. <strong>Clarifications:</strong> Examples are ethnic, cultural, personal, national, religious.</td>
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<td>SS.912.H.2.8:</td>
<td>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. <strong>Clarifications:</strong> Students will explain why the Holocaust is history's most extreme example of antisemitism.</td>
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<td>SS.912.H.3.3:</td>
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Analyze the impact of the collapse of the Western Roman Empire on Europe.

Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

Describe the rise and achievements of significant rulers in medieval Europe.

Clarifications:
Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Clarifications:
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Clarifications:
Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

Determine the factors that contributed to the growth of a modern economy.

Clarifications:
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

Trace the growth and development of a national identity in the countries of England, France, and Spain.

Clarifications:
Examples are Magna Carta, parliament, habeas corpus.

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

Clarifications:
Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.

Identify key figures and significant economic, political, and social characteristics associated with Islam.

Clarifications:
Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

Discuss significant people and beliefs associated with Islam.

Clarifications:
Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

Describe key economic, political, and social developments in Islamic history.

Clarifications:
Examples are the growth of the caliphate, division of Sunni and Shia, role of trade, dhimmitude, Islamic slave trade.

Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

Clarifications:
Examples are Crusades, Reconquista.

Identify important figures associated with the Crusades.

Clarifications:
Examples are Alexius Connenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

Trace the growth of major sub-Saharan African kingdoms and empires.

Clarifications:
Examples are Ghana, Mali, Songhai.

Identify key significant economic, political, and social characteristics of Ghana.

Clarifications:
Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.

Identify key figures and significant economic, political, and social characteristics associated with Mali.

Clarifications:
Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.

Identify key figures and significant economic, political, and social characteristics associated with Songhai.

Clarifications:
Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.

Compare economic, political, and social developments in East, West, and South Africa.
| SS.912.W.3.14: | Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai. |
| SS.912.W.3.15: | Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations. |
| SS.912.W.3.16: | Locate major civilizations of Mesoamerica and Andean South America. |
| SS.912.W.3.17: | Describe the roles of people in the Maya, Inca, and Aztec societies. |
| SS.912.W.3.18: | Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America. |
| SS.912.W.3.19: | Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac. |
| SS.912.W.4.1: | Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice). |
| SS.912.W.4.2: | Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European). |
| SS.912.W.4.3: | Identify the major artistic, literary, and technological contributions of individuals during the Renaissance. |
| SS.912.W.4.4: | Identify characteristics of Renaissance humanism in works of art. |
| SS.912.W.4.5: | Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution. |
| SS.912.W.4.6: | Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods. |
| SS.912.W.4.7: | Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers. |
| SS.912.W.4.8: | Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe. |
| SS.912.W.4.9: | Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. |
| SS.912.W.4.10: | Identify the major contributions of individuals associated with the Scientific Revolution. |
| SS.912.W.4.11: | Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors. |
| SS.912.W.4.13: | Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas. |
| SS.912.W.4.14: | Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas. |
| SS.912.W.4.15: | Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas. |
| SS.912.W.5.1: | Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia. |
| SS.912.W.5.2: | Identify major causes of the Enlightenment. |
| SS.912.W.5.3: | Summarize the major ideas of Enlightenment philosophers. |
| SS.912.W.5.4: | Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world. |
| SS.912.W.5.5: | Analyze the extent to which the Enlightenment impacted the American and French Revolutions. |
| SS.912.W.5.6: | Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon. |
| SS.912.W.5.7: | Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L'Ouverture. |
| SS.912.W.6.1: | Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan. |
| SS.912.W.6.2: | Summarize the social and economic effects of the Industrial Revolution. |
| SS.912.W.6.3: | Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. |
| SS.912.W.6.5: | Summarize the causes, key events, and effects of the unification of Italy and Germany. |
Analyze the causes and effects of imperialism.

**Clarifications:**
Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.

Identify major events in China during the 19th and early 20th centuries related to imperialism.

**Clarifications:**
Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.

Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

**Clarifications:**
Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.

Describe the changing nature of warfare during World War I.

**Clarifications:**
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

**Clarifications:**
Examples are the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Trace the causes and key events related to World War II.

**Clarifications:**
Examples are Churchill, Roosevelt, Stalin.

Analyze the restrictions of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

**Clarifications:**
Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.

Identify the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

**Clarifications:**
Examples are Mahatma Gandhi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru.

Analyze the success and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

**Clarifications:**
Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

Compare post-war independence movements in African, Asian, and Caribbean countries.

Describe the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

**Clarifications:**
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

**Clarifications:**
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

Summarize key developments in post-war China.

**Clarifications:**
Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China’s subsequent rise as a world power.

Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

**Clarifications:**
Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.

Summarize significant effects of World War I.

**Clarifications:**
Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

Analyze the causes and effects of World War II.

**Clarifications:**
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

**Clarifications:**
Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.

Summarize developments of the 20th century.
<table>
<thead>
<tr>
<th>SS.912.W.9.4:</th>
<th>Describe the causes and effects of twentieth century nationalist conflicts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</td>
</tr>
<tr>
<td>SS.912.W.9.5:</td>
<td>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</td>
</tr>
<tr>
<td>SS.912.W.9.6:</td>
<td>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</td>
</tr>
<tr>
<td>SS.912.W.9.7:</td>
<td>Describe the impact of and global response to international terrorism.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.1.1:</th>
<th>Mathematicians who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td></td>
<td>• Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
<th>Teachers who encourage students to participate actively in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>• Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td></td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td></td>
<td>• Develop students’ ability to analyze and problem solve.</td>
</tr>
<tr>
<td></td>
<td>• Recognize students' effort when solving challenging problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematicians who demonstrate understanding by representing problems in multiple ways:</strong></td>
<td>• Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td></td>
<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td></td>
<td>• Express connections between concepts and representations.</td>
</tr>
<tr>
<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
<th>Complete tasks with mathematical fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematicians who complete tasks with mathematical fluency:</strong></td>
<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td></td>
<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td></td>
<td>• Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td></td>
<td>• Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td></td>
<td>• Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Engage in discussions that reflect on the mathematical thinking of self and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</strong></td>
<td>• Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td></td>
<td>• Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td></td>
<td>• Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td></td>
<td>• Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td></td>
<td>• Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clarifications:</strong></th>
<th>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td></td>
<td>• Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td></td>
<td>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td></td>
<td>• Develop students’ ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clarifications:</strong></th>
<th>Teachers who encourage students to complete tasks with mathematical fluency:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
</tr>
<tr>
<td></td>
<td>• Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clarifications:</strong></th>
<th>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Focus on relevant details within a problem.</td>
</tr>
<tr>
<td></td>
<td>• Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td></td>
<td>• Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td></td>
<td>• Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td></td>
<td>• Look for similarities among problems.</td>
</tr>
<tr>
<td></td>
<td>• Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>
Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

 Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.6.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K.1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.2.1:

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.
General Course Information and Notes

GENERAL NOTES

World History 9-12 Course - The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTR, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/SS/pdf

Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS5_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

GENERAL INFORMATION

Course Number: 2109320
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Graduation Requirement: World History

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
Abbreviated Title: WORLD HIST HON
Course Length: Year (Y)
Course Attributes:
• Honors
• Class Size Core Required
Course Level: 3
### Educator Certifications

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6-12</td>
<td>History</td>
</tr>
<tr>
<td>Grades 5-9</td>
<td>Social Science</td>
</tr>
<tr>
<td>Grades 6-12</td>
<td>Social Science</td>
</tr>
</tbody>
</table>

### Equivalent Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Equivalency start year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2109415</td>
<td>Pre-Advanced Placement World History and Geography</td>
<td>2018</td>
</tr>
</tbody>
</table>
Cambridge Pre-AICE World History IGCSE Level (#2109321) 2014 - And Beyond (current)

General Course Information and Notes

GENERAL NOTES


GENERAL INFORMATION

Course Number: 2109321
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
Abbreviated Title: PRE-AICE WORLD HIST IG
Course Length: Year (Y)
Course Attributes:
- Advanced International Certificate of Education (AICE)
Course Level: 3

Graduation Requirement: World History

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography
Equivalency start year: 2018
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
<tr>
<td>SS.912.E.3.1:</td>
<td>Demonstrate the impact of inflation on world economies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.3.3:</td>
<td>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
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<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
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<td>SS.912.G.4.1:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
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<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
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</tr>
<tr>
<td>SS.912.G.4.5:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.H.1.1:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.H.2.1:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
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<tr>
<td>SS.912.H.2.2:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
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<tr>
<td>SS.912.H.2.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Interpreting and evaluating primary sources.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Explain ﬁrst how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are archaeology, economics, geography, forensic science, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.5</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.W.1.7</td>
<td>Discuss the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.1</td>
<td>Discuss the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2</td>
<td>Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples are Al-Ma'mun, Avicenna, Avrohns, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.</td>
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<td>SS.912.W.3.3</td>
<td>Describe the achievements, contributions, and key ﬁgures associated with the Islamic Golden Age.</td>
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<td>SS.912.W.3.5</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples are Crusades, Reconquista.</td>
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<td>SS.912.W.3.8</td>
<td>Identify key signiﬁcant economic, political, and social developments in Islamic history.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are growth of the caliphate, division of Sunni and Shi'a, role of trade, dhimmitude, Islamic slave trade.</td>
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<td>SS.912.W.3.9</td>
<td>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples are Crusades, Reconquista.</td>
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<td>Trace the growth of major sub-Saharan African kingdoms and empires.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples are Ghana, Mali, Songhai.</td>
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<td>SS.912.W.3.11</td>
<td>Identify key signiﬁcant economic, political, and social developments in Islamic history.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.</td>
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<td>SS.912.W.3.12</td>
<td>Identify key signiﬁcant economic, political, and social developments in Islamic history.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples are Sunni Ali, Askia Mohammad the Great, gold and salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.</td>
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<td>SS.912.W.3.13</td>
<td>Compare economic, political, and social developments in East, West, and South Africa.</td>
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<td>SS.912.W.3.14</td>
<td>Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</td>
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<td><strong>Clariﬁcations:</strong></td>
<td>Examples are disruption of trade, internal political struggles, Islamic invasions.</td>
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<td>SS.912.W.4.14</td>
<td>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</td>
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<td>SS.912.W.8.7</td>
<td>Compare the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</td>
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<td>SS.912.W.8.8</td>
<td>Identify major scientiﬁc ﬁgures and breakthroughs of the 20th century, and assess their impact on contemporary life.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
<td>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</td>
</tr>
</tbody>
</table>
### SS.912.W.9.3:
- Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

**Clarifications:** Examples are prejudice, racism, stereotyping, economic competition.

### SS.912.W.9.4:
- Describe the causes and effects of twentieth century nationalist conflicts.

**Clarifications:** Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

### SS.912.W.9.5:
- Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

### LAFS.910.WHST.1.2:
- Write arguments focused on discipline-specific content.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclai
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

### LAFS.910.WHST.1.3:
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### LAFS.910.WHST.1.4:
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### LAFS.910.WHST.2.4:
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### LAFS.910.WHST.2.5:
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### LAFS.910.WHST.2.6:
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### LAFS.910.WHST.3.8:
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and
MAFS.12.S-ID.1.3: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

MAFS.12.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

MAFS.12.S-ID.1.5: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.12.MP.1.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.12.MP.5.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.12.MP.6.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give
General Course Information and Notes

GENERAL NOTES

African History – The grade 9-12 African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109330
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clarifications:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FDOE End-of-Course (EOC) Assessments webpage and the FDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <strong>Clarifications:</strong> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FDOE End-of-Course (EOC) Assessments webpage and the FDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.E.3.1:</td>
<td>Demonstrate the impact of inflation on world economies. <strong>Clarifications:</strong> Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</td>
</tr>
<tr>
<td>SS.912.E.3.3:</td>
<td>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. <strong>Clarifications:</strong> Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</td>
</tr>
<tr>
<td>SS.912.G.4.7:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
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<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. <strong>Clarifications:</strong> Examples include the Six Essential Elements, as organizational schema to describe any given place.</td>
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<tr>
<td>SS.912.H.3.3:</td>
<td>Use timelines to establish cause and effect relationships of historical events. <strong>Clarifications:</strong> Examples include the Six Essential Elements, as organizational schema to describe any given place.</td>
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<tr>
<td>Standard Code</td>
<td>Description</td>
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<tr>
<td>SS.912.W.1.2</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
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<td>Evaluate the role of history in shaping identity and character.</td>
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<td>Identify key significant economic, political, and social characteristics of Ghana.</td>
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<td>SS.912.W.1.9</td>
<td>Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.</td>
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<td>SS.912.W.1.10</td>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
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<td>SS.912.W.1.11</td>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
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<td>SS.912.W.1.12</td>
<td>Compare post-war independence movements in African, Asian, and Caribbean countries.</td>
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<td>SS.912.W.1.13</td>
<td>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
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<td>SS.912.W.1.14</td>
<td>Examining the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.</td>
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</tr>
<tr>
<td>SS.912.W.3.20</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</td>
</tr>
</tbody>
</table>
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
- Kindergarten students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- Students will continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.
- A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
General Course Information and Notes

GENERAL NOTES

African History - The grade 9-12 African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109330
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Levels: 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemisphere Histories >
Abbreviated Title: AFRICAN HIST
Course Length: Semester (S)
Course Level: 2

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.3.2</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.H.1.2</td>
<td>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</td>
</tr>
<tr>
<td>SS.912.H.1.4</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td>SS.912.H.1.7</td>
<td>Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.</td>
</tr>
<tr>
<td>SS.912.H.2.1</td>
<td>Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).</td>
</tr>
<tr>
<td>SS.912.H.2.4</td>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
</tr>
<tr>
<td>SS.912.S.5.6</td>
<td>Identify the factors that influence change in social norms over time.</td>
</tr>
<tr>
<td>SS.912.W.1.1</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Clarifications: Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.2.3</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</td>
</tr>
<tr>
<td>SS.912.W.2.4</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</td>
</tr>
<tr>
<td>SS.912.W.2.5</td>
<td>Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.7</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.10</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
</tr>
<tr>
<td>SS.912.W.2.11</td>
<td>Describe the rise and achievements of significant rulers in medieval Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.12</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
</tr>
<tr>
<td>SS.912.W.2.13</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.15</td>
<td>Determine the factors that contributed to the growth of a modern economy.</td>
</tr>
<tr>
<td>SS.912.W.2.16</td>
<td>Trace the growth and development of a national identity in the countries of England, France, and Spain.</td>
</tr>
<tr>
<td>SS.912.W.2.17</td>
<td>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.18</td>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
</tr>
<tr>
<td>SS.912.W.3.2</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.7</td>
<td>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</td>
</tr>
<tr>
<td>SS.912.W.3.8</td>
<td>Identify important figures associated with the Crusades.</td>
</tr>
<tr>
<td>SS.912.W.4.1</td>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
</tr>
<tr>
<td>SS.912.W.4.2</td>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
</tr>
<tr>
<td>SS.912.W.4.3</td>
<td>Clarifications: Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck. Identify characteristics of Renaissance humanism in works of art.</td>
</tr>
<tr>
<td>SS.912.W.4.4</td>
<td>Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</td>
</tr>
<tr>
<td>SS.912.W.4.5</td>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
</tr>
<tr>
<td>SS.912.W.4.6</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.7</td>
<td>Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</td>
</tr>
<tr>
<td>SS.912.W.4.8</td>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
</tr>
<tr>
<td>SS.912.W.4.9</td>
<td>Clarifications: Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V. Identify the major contributions of individuals associated with the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.10</td>
<td>Clarifications: Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius. Identify the major contributions of individuals associated with the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.5.1</td>
<td>Clarifications: Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius. Identify major causes of the Enlightenment.</td>
</tr>
<tr>
<td>SS.912.W.5.2</td>
<td>Clarifications: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism. Identify major causes of the Enlightenment.</td>
</tr>
<tr>
<td>SS.912.W.5.3</td>
<td>Clarifications: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism. Identify major causes of the Enlightenment.</td>
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<td>Clarifications: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism. Identify major causes of the Enlightenment.</td>
</tr>
<tr>
<td>SS.912.W.5.5</td>
<td>Clarifications: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism. Identify major causes of the Enlightenment.</td>
</tr>
</tbody>
</table>
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write routinely over extended time frames (time for reflection and practice to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students

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might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:

Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 2 - History is an integrated blending of History and Literature that includes content standards categorized as American History, World History, and Humanities. Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke’s Second Treatise of Government and Rousseau’s Discourse on Inequality.

Standards-based course content for each time period should include, but not be limited to:

Late Middle Ages: Understand how the Black Death, the Hundred Years’ War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.

The Renaissance: Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed on the writings of Machiavelli, Castiglione and Mirandola.

The Reformation: Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.

The Age of Religious Wars: Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the politiques.

European State Consolidation (English Constitutionalism and French Absolutism): Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterpart example of Louis XIV’s absolutism.

Scientific Revolution: Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was “revolutionary” and was poised to supplant more traditional means of knowing.

18th-Century Thought and Life: Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.

The French Revolution and the Modern Nation-State: Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.

19th-Century Thought, Politics, and Culture: Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.
The World Wars: Recognize historical facts about WWI and WWII. Analyze the origins of these wars. Discuss the relationship between the end of WWI and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.

GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

VERSION REQUIREMENTS

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109342

Number of Credits: One (1) credit

Course Type: Core Academic Course

Course Attributes:
- Class Size Core Required

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: World History

Educator Certifications

<table>
<thead>
<tr>
<th>Social Science (Grades 6-12)</th>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Political Science (Grades 6-12)</td>
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</table>
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td>SS.912.A.1.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td>SS.912.H.1.2:</td>
<td>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Clarifications: Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.</td>
</tr>
<tr>
<td>SS.912.H.1.6:</td>
<td>Identify the factors that influence change in social norms over time.</td>
</tr>
<tr>
<td>SS.912.H.2.1:</td>
<td>Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).</td>
</tr>
<tr>
<td>SS.912.H.2.4:</td>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
</tr>
<tr>
<td>SS.912.H.5.6:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Clarifications: Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>Clarifications: Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.W.2.3:</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</td>
</tr>
<tr>
<td>SS.912.W.2.5:</td>
<td>Clarifications: Examples are Justinian’s Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire’s impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.6:</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</td>
</tr>
<tr>
<td>SS.912.W.2.7:</td>
<td>Analyze causes (Justinian’s Plague, ongoing attacks from the “barbarians,” the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>SS.912.W.2.10</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
</tr>
<tr>
<td>SS.912.W.2.11</td>
<td>Clarifications: Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.</td>
</tr>
<tr>
<td>SS.912.W.2.12</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
</tr>
<tr>
<td>SS.912.W.2.13</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.15</td>
<td>Determine the factors that contributed to the growth of a modern economy.</td>
</tr>
<tr>
<td>SS.912.W.2.16</td>
<td>Trace the growth and development of a national identity in the countries of England, France, and Spain.</td>
</tr>
<tr>
<td>SS.912.W.2.17</td>
<td>Clarifications: Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.</td>
</tr>
<tr>
<td>SS.912.W.2.18</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
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<tr>
<td>SS.912.W.2.19</td>
<td>Clarifications: Examples are Magna Carta, parliament, habeas corpus.</td>
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<tr>
<td>SS.912.W.3.2</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.7</td>
<td>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</td>
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<tr>
<td>SS.912.W.3.8</td>
<td>Identify important figures associated with the Crusades.</td>
</tr>
<tr>
<td>SS.912.W.3.9</td>
<td>Clarifications: Examples are Crusades, Reconquista.</td>
</tr>
<tr>
<td>SS.912.W.3.10</td>
<td>Identify characteristics of Renaissance humanism in works of art.</td>
</tr>
<tr>
<td>SS.912.W.3.11</td>
<td>Clarifications: Examples are influence of classics, School of Athens.</td>
</tr>
<tr>
<td>SS.912.W.4.1</td>
<td>Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</td>
</tr>
<tr>
<td>SS.912.W.4.2</td>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
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<tr>
<td>SS.912.W.4.3</td>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
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<tr>
<td>SS.912.W.4.5</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
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<tr>
<td>SS.912.W.4.6</td>
<td>Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</td>
</tr>
<tr>
<td>SS.912.W.4.7</td>
<td>Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.</td>
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<tr>
<td>SS.912.W.4.8</td>
<td>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</td>
</tr>
<tr>
<td>SS.912.W.4.9</td>
<td>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
</tr>
<tr>
<td>SS.912.W.4.10</td>
<td>Clarifications: Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.</td>
</tr>
<tr>
<td>SS.912.W.4.11</td>
<td>Identify the major contributions of individuals associated with the Scientific Revolution.</td>
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<tr>
<td>SS.912.W.4.13</td>
<td>Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.</td>
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<tr>
<td>SS.912.W.4.14</td>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.5.1</td>
<td>Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.</td>
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<tr>
<td>SS.912.W.5.2</td>
<td>Identify major causes of the Enlightenment.</td>
</tr>
<tr>
<td>SS.912.W.5.3</td>
<td>Clarifications: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</td>
</tr>
<tr>
<td>SS.912.W.5.4</td>
<td>Summarize the major ideas of Enlightenment philosophers.</td>
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<tr>
<td>SS.912.W.5.5</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
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<tr>
<td>SS.912.W.5.6</td>
<td>Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</td>
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<tr>
<td>SS.912.W.5.6:</td>
<td>Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.</td>
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<tr>
<td>SS.912.W.6.1:</td>
<td>Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.</td>
</tr>
<tr>
<td>SS.912.W.6.2:</td>
<td>Summarize the social and economic effects of the Industrial Revolution.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.</td>
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<tr>
<td>SS.912.W.6.3:</td>
<td>Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.</td>
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<tr>
<td>SS.912.W.6.4:</td>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.6.5:</td>
<td>Summarize the causes, key events, and effects of the unification of Italy and Germany.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</td>
</tr>
<tr>
<td>SS.912.W.6.6:</td>
<td>Analyze the causes and effects of imperialism.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.</td>
</tr>
<tr>
<td>SS.912.W.7.1:</td>
<td>Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</td>
</tr>
<tr>
<td>SS.912.W.7.4:</td>
<td>Describe the causes and effects of the German economic crisis of the 1930s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</td>
</tr>
<tr>
<td>SS.912.W.7.5:</td>
<td>Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</td>
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<tr>
<td>SS.912.W.7.6:</td>
<td>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</td>
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<tr>
<td>SS.912.W.7.7:</td>
<td>Trace the causes and key events related to World War II.</td>
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<tr>
<td>SS.912.W.8.1:</td>
<td>Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Describe characteristics of the early Cold War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.</td>
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<tr>
<td>SS.912.W.8.5:</td>
<td>Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.</td>
</tr>
<tr>
<td>SS.912.W.9.1:</td>
<td>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</td>
</tr>
<tr>
<td>SS.912.W.9.2:</td>
<td>Describe the causes and effects of post-World War II economic and demographic changes.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</td>
</tr>
<tr>
<td>SS.912.W.9.4:</td>
<td>Describe the causes and effects of twentieth century nationalist conflicts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</td>
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<tr>
<td><strong>MA.K12.MTR.1.1:</strong></td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<td>• Ask questions that will help with solving the task.</td>
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<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td>• Help and support each other when attempting a new method or approach.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td></td>
<td>• Cultivate a community of growth mindset learners.</td>
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<td></td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<td></td>
<td>• Develop students' ability to analyze and problem solve.</td>
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<td>• Recognize students' effort when solving challenging problems.</td>
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<tr>
<td><strong>MA.K12.MTR.2.1:</strong></td>
<td>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
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<td></td>
<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>• Express connections between concepts and representations.</td>
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<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td></td>
<td>• Help students make connections between concepts and representations.</td>
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<td></td>
<td>• Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td></td>
<td>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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</tbody>
</table>
Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
Cite evidence to explain and justify reasoning.

Clarifications:
1-3 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-4 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1: 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

ELA.K12.EE.2.1: 6-8 Students continue with previous skills and use a style guide to create a proper citation.

ELA.K12.EE.3.1: 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SS.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 2 - History is an integrated blending of History and Literature that includes content standards categorized as American History, World History, and Humanities. Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke's Second Treatise of Government and Rousseau's Discourse on Inequality.

Standards-based course content for each time period should include, but not be limited to:

**Late Middle Ages:** Understand how the Black Death, the Hundred Years’ War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.

**The Renaissance:** Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed on the writings of Machiavelli, Castiglione and Mirandola.

**The Reformation:** Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.
The Age of Religious Wars: Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the politiques.

European State Consolidation (English Constitutionalism and French Absolutism): Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterexample of Louis XIV's absolutism.

Scientific Revolution: Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was "revolutionary" and was poised to supplant more traditional means of knowing.

18th-Century Thought and Life: Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.

The French Revolution and the Modern Nation-State: Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.

19th-Century Thought, Politics, and Culture: Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.

The World Wars: Recognize historical facts about WWI and WWII. Analyze the origins of these wars. Discuss the relationship between the end of WWI and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.

GENERAL NOTES

Instructional Practices
The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

VERSION REQUIREMENTS

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
<table>
<thead>
<tr>
<th>Social Science (Grades 6-12)</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<td>Political Science (Grades 6-12)</td>
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</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
</tbody>
</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data. |
| SS.912.A.1.4: | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.2: | Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.10: | Review different economic and philosophic ideologies.  
**Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism. |
| SS.912.H.1.2: | Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.  
**Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC. |
| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts.  
**Clarifications:** Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.1.7: | Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references. |
| SS.912.H.2.1: | Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts). |
| SS.912.H.2.4: | Examine the effects that works in the arts have on groups, individuals, and cultures. |
| SS.912.H.4.1: | Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will explain why the Holocaust is history's most extreme example of antisemitism. |
| SS.912.S.5.6: | Identify the factors that influence change in social norms over time. |
| SS.912.W.1.1: | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.2: | Compare time measurement systems used by different cultures.  
**Clarifications:** Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era. |
| SS.912.W.1.3: | Interpret and evaluate primary and secondary sources.  
**Clarifications:** Examples are artifacts, images, auditory and written sources. |
| SS.912.W.1.4: | Explain how historians use historical inquiry and other sciences to understand the past.  
**Clarifications:** Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |
| SS.912.W.1.5: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).  
**Clarifications:** Examples are ethnic, cultural, personal, national, religious. |
| SS.912.W.1.6: | Evaluate the role of history in shaping identity and character.  
**Clarifications:** Examples are ethnic, cultural, personal, national, religious. |
| SS.912.W.2.3: | Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.  
**Clarifications:** Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples. |
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<thead>
<tr>
<th>Standard</th>
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</tr>
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<tbody>
<tr>
<td>SS.912.W.2.6</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</td>
</tr>
<tr>
<td>SS.912.W.2.7</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.10</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
</tr>
<tr>
<td>SS.912.W.2.11</td>
<td>Clarifications: Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.</td>
</tr>
<tr>
<td>SS.912.W.2.12</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
</tr>
<tr>
<td>SS.912.W.2.13</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.15</td>
<td>Clarifications: Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.</td>
</tr>
<tr>
<td>SS.912.W.2.16</td>
<td>Trace the growth and development of a national identity in the countries of England, France, and Spain.</td>
</tr>
<tr>
<td>SS.912.W.2.17</td>
<td>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.18</td>
<td>Clarifications: Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</td>
</tr>
<tr>
<td>SS.912.W.3.2</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.7</td>
<td>Clarifications: Examples are Crusades, Reconquista.</td>
</tr>
<tr>
<td>SS.912.W.3.8</td>
<td>Identify important figures associated with the Crusades.</td>
</tr>
<tr>
<td>SS.912.W.4.1</td>
<td>Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</td>
</tr>
<tr>
<td>SS.912.W.4.2</td>
<td>Clarifications: Examples are Magna Carta, parliament, habeas corpus.</td>
</tr>
<tr>
<td>SS.912.W.4.3</td>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
</tr>
<tr>
<td>SS.912.W.4.5</td>
<td>Identify characteristics of Renaissance humanism in works of art.</td>
</tr>
<tr>
<td>SS.912.W.4.6</td>
<td>Clarifications: Examples are influence of classics, School of Athens.</td>
</tr>
<tr>
<td>SS.912.W.4.7</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.8</td>
<td>Clarifications: Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.</td>
</tr>
<tr>
<td>SS.912.W.4.9</td>
<td>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
</tr>
<tr>
<td>SS.912.W.4.10</td>
<td>Identify the major contributions of individuals associated with the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.11</td>
<td>Clarifications: Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</td>
</tr>
<tr>
<td>SS.912.W.4.12</td>
<td>Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.</td>
</tr>
<tr>
<td>SS.912.W.4.14</td>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
</tr>
<tr>
<td>SS.912.W.5.1</td>
<td>Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.</td>
</tr>
<tr>
<td>SS.912.W.5.2</td>
<td>Clarifications: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.</td>
</tr>
<tr>
<td>SS.912.W.5.3</td>
<td>Summarize the major ideas of Enlightenment philosophers.</td>
</tr>
<tr>
<td>SS.912.W.5.4</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
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<tr>
<td>SS.912.W.5.5</td>
<td>Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</td>
</tr>
<tr>
<td>SS.912.W.5.6</td>
<td>Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.</td>
</tr>
<tr>
<td>SS.912.W.6.1</td>
<td>Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.</td>
</tr>
<tr>
<td>SS.912.W.6.2</td>
<td>Analyze the causes and effects of imperialism.</td>
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<tr>
<td>SS.912.W.6.3</td>
<td>Summarize the social and economic effects of the Industrial Revolution.</td>
</tr>
<tr>
<td>SS.912.W.6.4</td>
<td>Clarifications: Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws.</td>
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<tr>
<td>SS.912.W.6.5</td>
<td>Describe characteristics of the early Cold War.</td>
</tr>
<tr>
<td>SS.912.W.6.6</td>
<td>Clarifications: Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.</td>
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<tr>
<td>SS.912.W.7.1</td>
<td>Describe the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</td>
</tr>
<tr>
<td>SS.912.W.7.4</td>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
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<td>SS.912.W.7.5</td>
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<tr>
<td>SS.912.W.7.6</td>
<td>Summarize the causes, key events, and effects of the unification of Italy and Germany.</td>
</tr>
<tr>
<td>SS.912.W.7.7</td>
<td>Analyze the causes and effects of post-World War II economic and demographic changes.</td>
</tr>
<tr>
<td>SS.912.W.7.8</td>
<td>Clarifications: Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</td>
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<tr>
<td>SS.912.W.8.1</td>
<td>Describe the social and economic effects of the Industrial Revolution.</td>
</tr>
<tr>
<td>SS.912.W.8.5</td>
<td>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</td>
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<tr>
<td>SS.912.W.9.1</td>
<td>Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.</td>
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<tr>
<td>SS.912.W.9.2</td>
<td>Clarifications: Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</td>
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<tr>
<td>SS.912.W.9.4</td>
<td>Clarifications: Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</td>
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<td>SS.912.W.9.5</td>
<td>Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</td>
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<td>SS.912.W.9.9</td>
<td>Clarifications: Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.</td>
</tr>
<tr>
<td>SS.912.W.10.1</td>
<td>Clarifications: Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.</td>
</tr>
<tr>
<td>SS.912.W.10.2</td>
<td>Clarifications: Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</td>
</tr>
<tr>
<td>SS.912.W.10.3</td>
<td>Clarifications: Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.</td>
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<td>SS.912.W.10.4</td>
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<tr>
<td>MA.K12.MTR.16.1</td>
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</table>
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
English language learners communicate for social and instructional purposes within the school setting. They convey information, ideas, and concepts with proper voice and tone when speaking or writing. They use the accepted rules governing a specific format to create quality work. Students build on ideas, propel the conversation, and support claims and justifying their reasoning, refining and applying skills. Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Clarifications:
K-1 Students use textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students use relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students use texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. For example: “I think ________ because _______. The collaborative conversations are developing academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. They may use informal language with friends, but it will incorporate skills learned into work products to produce quality work. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 2 - History is an integrated blending of History and Literature that includes content standards categorized as American History, World History, and Humanities. Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke's Second Treatise of Government and Rousseau's Discourse on Inequality.

Standards-based course content for each time period should include, but not be limited to:

Late Middle Ages: Understand how the Black Death, the Hundred Years' War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.
The Renaissance: Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed the writings of Machiavelli, Castiglione and Mirandola.
The Reformation: Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.

The Age of Religious Wars: Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the politiques.

European State Consolidation (English Constitutionalism and French Absolutism): Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterexample of Louis XIV's absolutism.

Scientific Revolution: Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was "revolutionary" and was poised to supplant more traditional means of knowing.

18th-Century Thought and Life: Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.

The French Revolution and the Modern Nation-State: Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.

19th-Century Thought, Politics, and Culture: Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.

The World Wars: Recognize historical facts about WWI and WWII. Analyze the origins of these wars. Discuss the relationship between the end of WWI and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.

GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

VERSION REQUIREMENTS

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109342

Number of Credits: One (1) credit

Course Attributes:
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Length: Year (Y)

Abbreviated Title: HUM LET 2 HISTORY

Course Group: Histories > World and Eastern Hemispheric

SubSubject: Social Studies > History/social studies

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > Histories

Graduation Requirement: World History
## Educator Certifications

<table>
<thead>
<tr>
<th>Social Science (Grades 6-12)</th>
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<tr>
<td>History (Grades 6-12)</td>
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<td>Political Science (Grades 6-12)</td>
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</table>
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td><strong>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</strong></td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td><strong>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td><strong>Utilize timelines to identify the time sequence of historical data.</strong></td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td><strong>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</strong></td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td><strong>Use case studies to explore social, political, legal, and economic relationships in history.</strong></td>
</tr>
<tr>
<td>SS.912.A.3.2:</td>
<td><strong>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</strong></td>
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<td></td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.3.10:</td>
<td><strong>Review different economic and philosophic ideologies.</strong></td>
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<td><strong>Clarifications:</strong> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
<tr>
<td>SS.912.H.1.2:</td>
<td><strong>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</strong></td>
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<td><strong>Clarifications:</strong> Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td><strong>Explain philosophical beliefs as they relate to works in the arts.</strong></td>
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<td></td>
<td><strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.1.7:</td>
<td><strong>Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.</strong></td>
</tr>
<tr>
<td>SS.912.H.2.1:</td>
<td><strong>Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).</strong></td>
</tr>
<tr>
<td>SS.912.H.2.3:</td>
<td><strong>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</strong></td>
</tr>
<tr>
<td>SS.912.H.2.4:</td>
<td><strong>Examine the effects that works in the arts have on groups, individuals, and cultures.</strong></td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td><strong>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</strong></td>
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<tr>
<td>SS.912.P.8.2:</td>
<td><strong>Discuss the relationship between language and thought.</strong></td>
</tr>
<tr>
<td>SS.912.P.10.2:</td>
<td><strong>Identify how cultures change over time and vary within nations and internationally.</strong></td>
</tr>
<tr>
<td>SS.912.P.10.3:</td>
<td><strong>Discuss the relationship between culture and conceptions of self and identity.</strong></td>
</tr>
<tr>
<td>SS.912.S.2.1:</td>
<td><strong>Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.</strong></td>
</tr>
<tr>
<td>SS.912.S.2.9:</td>
<td><strong>Prepare original written and oral reports and presentations on specific events, people or historical eras.</strong></td>
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<tr>
<td>SS.912.S.3.3:</td>
<td><strong>Examine and analyze various points of view relating to historical and current events.</strong></td>
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<td><strong>Clarifications:</strong> Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.</td>
</tr>
<tr>
<td>SS.912.S.5.1:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, familial, religious, educational, economic, and political institutions.</td>
</tr>
<tr>
<td>SS.912.S.5.6:</td>
<td><strong>Identify the factors that influence change in social norms over time.</strong></td>
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<tr>
<td>SS.912.S.6.1:</td>
<td><strong>Describe how and why societies change over time.</strong></td>
</tr>
<tr>
<td>SS.912.S.6.8:</td>
<td><strong>Investigate the consequences in society as result of changes.</strong></td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td><strong>Use timelines to establish cause and effect relationships of historical events.</strong></td>
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<tr>
<td>SS.912.W.1.2:</td>
<td><strong>Compare time measurement systems used by different cultures.</strong></td>
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<td></td>
<td><strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
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<td></td>
<td><strong>Interpret and evaluate primary and secondary sources.</strong></td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Clarifications: Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.5</td>
<td>Clarifications: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Clarifications: Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.W.2.3</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</td>
</tr>
<tr>
<td>SS.912.W.2.5</td>
<td>Clarifications: Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.6</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</td>
</tr>
<tr>
<td>SS.912.W.2.7</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.10</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
</tr>
<tr>
<td>SS.912.W.2.11</td>
<td>Clarifications: Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.</td>
</tr>
<tr>
<td>SS.912.W.2.12</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
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<tr>
<td>SS.912.W.2.13</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.15</td>
<td>Clarifications: Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.</td>
</tr>
<tr>
<td>SS.912.W.2.16</td>
<td>Trace the growth and development of a national identity in the countries of England, France, and Spain.</td>
</tr>
<tr>
<td>SS.912.W.2.18</td>
<td>Clarifications: Examples are Arnulf of Lucca, Frederick II, Pope John XXII, Thomas Aquinas, Roger Bacon.</td>
</tr>
<tr>
<td>SS.912.W.3.2</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.7</td>
<td>Clarifications: Examples are Crusades, Reconquista.</td>
</tr>
<tr>
<td>SS.912.W.3.8</td>
<td>Identify important figures associated with the Crusades.</td>
</tr>
<tr>
<td>SS.912.W.4.1</td>
<td>Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).</td>
</tr>
<tr>
<td>SS.912.W.4.2</td>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
</tr>
<tr>
<td>SS.912.W.4.3</td>
<td>Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
</tr>
<tr>
<td>SS.912.W.4.4</td>
<td>Identify characteristics of Renaissance humanism in works of art.</td>
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<tr>
<td>SS.912.W.4.5</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
</tr>
<tr>
<td>SS.912.W.4.6</td>
<td>Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</td>
</tr>
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<td>SS.912.W.4.7</td>
<td>Identify criticism of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers. Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</td>
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<tr>
<td>SS.912.W.4.8</td>
<td>Clarifications: Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.</td>
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<tr>
<td>SS.912.W.5.2</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
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<td>SS.912.W.5.3</td>
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<td>Clarifications: Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism.</td>
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<tr>
<td>SS.912.W.5.6</td>
<td>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
</tr>
</tbody>
</table>
SS.912.W.4.9: **Clarifications:**
- Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

SS.912.W.4.10: **Clarifications:**
- Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

SS.912.W.4.11: **Clarifications:**
- Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

SS.912.W.4.12: **Clarifications:**
- Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

SS.912.W.4.13: **Clarifications:**
- Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

SS.912.W.4.14: **Clarifications:**
- Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.5.1: **Clarifications:**
- Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

SS.912.W.5.2: **Clarifications:**
- Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

SS.912.W.5.3: **Clarifications:**
- Summarize the major ideas of Enlightenment philosophers.

SS.912.W.5.4: **Clarifications:**
- Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

SS.912.W.5.5: **Clarifications:**
- Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.5.6: **Clarifications:**
- Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

SS.912.W.6.1: **Clarifications:**
- Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.

SS.912.W.6.2: **Clarifications:**
- Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.

SS.912.W.6.3: **Clarifications:**
- Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

SS.912.W.6.4: **Clarifications:**
- Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.6.5: **Clarifications:**
- Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.6.6: **Clarifications:**
- Summarize the causes, key events, and effects of the unification of Italy and Germany.

SS.912.W.7.1: **Clarifications:**
- Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

SS.912.W.7.4: **Clarifications:**
- Analyze the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

SS.912.W.7.5: **Clarifications:**
- Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6: **Clarifications:**
- Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.7: **Clarifications:**
- Trace the causes and key events related to World War II.

SS.912.W.8.1: **Clarifications:**
- Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

SS.912.W.8.2: **Clarifications:**

SS.912.W.8.5: **Clarifications:**
- Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

SS.912.W.9.1: **Clarifications:**
- Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

SS.912.W.9.2: **Clarifications:**
- Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.

SS.912.W.9.4: **Clarifications:**
- Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

LAFS.910.RH.1.1: **Clarifications:**
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: **Clarifications:**
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: **Clarifications:**
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose and evaluate different points of view, demonstrating understanding of the topic under discussion, and reaching conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organizing ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and discipline-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given information, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and...
graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from one that is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

GENERAL COURSE INFORMATION AND NOTES

VERSION DESCRIPTION

Humane Letters 2 - History is an integrated blending of History and Literature that includes content standards categorized as American History, World History, and Humanities. Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke's Second Treatise of Government and Rousseau's Discourse on Inequality.

Standards-based course content for each time period should include, but not be limited to:

Late Middle Ages: Understand how the Black Death, the Hundred Years' War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.

The Renaissance: Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed the writings of Machiavelli, Castiglione, and Mirandola.

The Reformation: Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.

The Age of Religious Wars: Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the politiques.

European State Consolidation (English Constitutionalism and French Absolutism): Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterexample of Louis XIV's absolutism.

Scientific Revolution: Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was "revolutionary" and was poised to supplant more traditional means of knowing.

18th-Century Thought and Life: Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.

The French Revolution and the Modern Nation-State: Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.

19th-Century Thought, Politics, and Culture: Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.

The World Wars: Recognize historical facts about WWI and WWII. Analyze the origins of these wars. Discuss the relationship between the end of WWII and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.
GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

VERSION REQUIREMENTS

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109343
Course Path: Section: Grades PreK to 12 Education
Courses >> Grade Group: Grades 9 to 12 and Adult Education Courses >> Subject: Social Studies >> SubSubject: World and Eastern Hemispheric Histories >> Abbreviated Title: HUM LET 2 HIST HON
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: World History

Educator Certifications

Political Science (Grades 6-12)
History (Grades 6-12)
Social Science (Grades 6-12)
# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchyc.</td>
</tr>
<tr>
<td>SS.912.H.1.2:</td>
<td>Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.1.7:</td>
<td>Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.</td>
</tr>
<tr>
<td>SS.912.H.2.1:</td>
<td>Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).</td>
</tr>
<tr>
<td>SS.912.H.2.3:</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
</tr>
<tr>
<td>SS.912.H.2.4:</td>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.P.8.2:</td>
<td>Discuss the relationship between language and thought.</td>
</tr>
<tr>
<td>SS.912.P.10.2:</td>
<td>Identify how cultures change over time and vary within nations and internationally.</td>
</tr>
<tr>
<td>SS.912.P.10.3:</td>
<td>Discuss the relationship between culture and conceptions of self and identity.</td>
</tr>
<tr>
<td>SS.912.S.2.1:</td>
<td>Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.</td>
</tr>
<tr>
<td>SS.912.S.2.9:</td>
<td>Prepare original written and oral reports and presentations on specific events, people or historical eras.</td>
</tr>
<tr>
<td>SS.912.S.3.3:</td>
<td>Examine and analyze various points of view relating to historical and current events.</td>
</tr>
<tr>
<td>SS.912.S.5.1:</td>
<td>Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, familial, religious, educational, economic, and political institutions.</td>
</tr>
<tr>
<td>SS.912.S.5.6:</td>
<td>Identify the factors that influence change in social norms over time.</td>
</tr>
<tr>
<td>SS.912.S.5.6.1:</td>
<td>Describe how and why societies change over time.</td>
</tr>
<tr>
<td>SS.912.S.5.6.8:</td>
<td>Investigate the consequences in society as result of changes.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
</tbody>
</table>
### SS.912.W.1.4: Clarifications
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.1.5: Clarifications
Examples are conflict interpretations or schools of thought about world events and individual contributions to history (historiography).

### SS.912.W.1.6: Clarifications
Examples are ethnic, cultural, personal, national, religious.

### SS.912.W.2.3: Clarifications
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

### SS.912.W.2.5: Clarifications
Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.

### SS.912.W.2.6: Clarifications
Examples are influence of classics, School of Athens.

### SS.912.W.2.7: Clarifications
Examples are Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil of the decline of the Byzantine Empire.

### SS.912.W.2.10: Clarifications
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

### SS.912.W.2.11: Clarifications
Examples are ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.

### SS.912.W.2.12: Clarifications
Examples are influence of classics, School of Athens.

### SS.912.W.2.13: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe."

### SS.912.W.2.14: Clarifications
Examples are influence of classics, School of Athens.

### SS.912.W.2.15: Clarifications
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

### SS.912.W.2.16: Clarifications
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

### SS.912.W.2.17: Clarifications
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

### SS.912.W.2.18: Clarifications
Examples are magna carta, parliament, habeas corpus.

### SS.912.W.3.2: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe.

### SS.912.W.3.7: Clarifications
Examples are Crusades, Reconquista.

### SS.912.W.3.8: Clarifications
Examples are Alexius Comnenus, Pope Urban, Bernard of Clairvaux, Godfrey of Bouillon, Saladin, Richard the Lionheart, Baybars, Louis IX.

### SS.912.W.4.1: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe.

### SS.912.W.4.2: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe.

### SS.912.W.4.3: Clarifications
Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.

### SS.912.W.4.4: Clarifications
Examples are influence of classics, School of Athens.

### SS.912.W.4.5: Clarifications
Examples are influence of classics, School of Athens.

### SS.912.W.4.6: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe.

### SS.912.W.4.7: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe.

### SS.912.W.4.8: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe.

### SS.912.W.4.9: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe.

### SS.912.W.4.10: Clarifications
Examples are an important influence on the physical, artistic, and political development of Western Europe.
Clarifications:
Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

SS.912.W.4.10: Clarifications:
Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.


SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

SS.912.W.5.2: Identify major causes of the Enlightenment.

SS.912.W.5.3: Clarifications:
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

SS.912.W.5.4: Summarize the major ideas of Enlightenment philosophers.

SS.912.W.5.5: Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.

SS.912.W.5.6: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.5.7: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

SS.912.W.6.1: Clarifications:
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.

SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.

SS.912.W.6.6: Clarifications:
Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.

SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

SS.912.W.7.2: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

SS.912.W.7.3: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.4: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.5: Trace the causes and key events related to World War II.

SS.912.W.7.6: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

SS.912.W.7.7: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

SS.912.W.8.1: Clarifications:
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

SS.912.W.8.2: Describe the causes and effects of post-World War II economic and demographic changes.

SS.912.W.8.3: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.8.4: Clarifications:
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

SS.912.W.8.5: Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.8.6: Clarifications:
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clariﬁcations:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical ﬂuency.
Mathematicians who complete tasks with mathematical ﬂuency:

- Select efﬁcient and appropriate methods for solving problems within the given context.
- Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with conﬁdence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efﬁciency when performing calculations.

Clariﬁcations:
Teachers who encourage students to complete tasks with mathematical ﬂuency:

- Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
- Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
- Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

Engage in discussions that reﬂect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efﬁciency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clariﬁcations:
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clariﬁcations:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clariﬁcations:
Teachers who encourage students to assess the reasonableness of solutions:
Have students estimate or predict solutions prior to solving.
Prompt students to continually ask, “Does this solution make sense? How do you know?”
Reinforce that students check their work as they progress within and after a task.
Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:

Clarifications:
Students communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.5S.1:

Clarifications:
Students communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:

Clarifications:
Students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 2 - History is an integrated blending of History and Literature that includes content standards categorized as American History, World History, and
Humanities. Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke's Second Treatise of Government and Rousseau's Discourse on Inequality.

Standards-based course content for each time period should include, but not be limited to:

**Late Middle Ages:** Understand how the Black Death, the Hundred Years' War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.

**The Renaissance:** Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed the writings of Machiavelli, Castiglione and Mirandola.

**The Reformation:** Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.

**The Age of Religious Wars:** Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the politiques.

**European State Consolidation (English Constitutionalism and French Absolutism):** Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterexample of Louis XIV's absolutism.

**Scientific Revolution:** Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was "revolutionary" and was poised to supplant more traditional means of knowing.

**18th-Century Thought and Life:** Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.

**The French Revolution and the Modern Nation-State:** Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.

**19th-Century Thought, Politics, and Culture:** Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.

**The World Wars:** Recognize historical facts about WWI and WWII. Analyze the origins of these wars. Discuss the relationship between the end of WWI and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.

**GENERAL NOTES**

**Instructional Practices**

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules: governed by the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

**VERSION REQUIREMENTS**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
GENERAL INFORMATION

Course Number: 2109343

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: HUM LET 2 HIST HON

Number of Credits: One (1) credit

Course Attributes: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Level: 3

Course Status: Course Approved

Grade Level(s): 9, 10, 11, 12

Graduation Requirement: World History

Educator Certifications

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Clarifications:

Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.

Clarifications:

Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

Clarifications:

Evaluate the impact of Enlightenment ideals on the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

Clarifications:

Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Clarifications:

Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.

Clarifications:

Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.

Clarifications:

Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

Clarifications:

Analyze the problem in a way that makes sense given the task.

Clarifications:

Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

Clarifications:

Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

Clarifications:

Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.

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**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

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  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose. |

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
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  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations. |

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
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  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence. |

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
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**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
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English language learners communicate for social and instructional purposes within the school setting.

**MA.K12.MTR.6.1:**
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

### Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

### Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they have directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

### Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SS.1:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C2.4:**
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

### Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
Humane Letters 2 - History is an integrated blending of History and Literature that includes content standards categorized as American History, World History, and Humanities. Emphasizing the classical approach to teaching and learning, this social studies course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. This course is designed to be paired with Humane Letters 2 - Literature.

Students study European history from the Late Middle Ages to the end of World War Two, with a special focus placed on political and societal change. Within the scope of this course, these changes are explored through the study of works of history, political philosophy, and imaginative literature. Political and societal changes include, but are not limited to, the historical development and theoretical justification of modern constitutional government. Additionally, students will explore questions concerning the basis of property rights, the birth and growth of modern ideologies in the 19th and 20th centuries, and the causes and effects of revolution. Recommended texts for this course include, but are not limited to: Locke's Second Treatise of Government and Rousseau's Discourse on Inequality.

Standards-based course content for each time period should include, but not be limited to:

**Late Middle Ages:** Understand how the Black Death, the Hundred Years' War, and tensions within the Medieval Church led to ruptures in medieval society that paved the way for the Renaissance.

**The Renaissance:** Determine how the Renaissance period opened the door for humanistic thinking, more nationalized monarchies, and open calls for social/political reform. Special emphasis may be placed on the writings of Machiavelli, Castiglione and Mirandola.

**The Reformation:** Recognize the central tenets of the Reformation and the Counter-Reformation, noting especially the diverse beliefs among Protestant groups and the social/political impact of the movement.

**The Age of Religious Wars:** Examine the violent nature of confessional wars across Europe in the 16th and 17th centuries, noting especially the gradual shift toward considerations of domestic and international society adopted by the politiques.

**European State Consolidation (English Constitutionalism and French Absolutism):** Analyze the means by which England and France consolidated political power in the hands of the state, noting especially the political theory behind Constitutionalism and Absolutism. Examine the intricacies of the English Civil War, the legacy of Oliver Cromwell, the significance of the Glorious Revolution, and counterexample of Louis XIV's absolutism.

**Scientific Revolution:** Discuss the ideas associated with major thinkers of the 16th and 17th centuries who emphasized empiricism and a new philosophy of science. Explain why this new epistemology was "revolutionary" and was poised to supplant more traditional means of knowing.

**18th-Century Thought and Life:** Recognize the most salient aspects of the Old Regime, noting the social, political, economic, and intellectual tensions that existed therein that paved the way towards the French Revolution. Careful attention is given to the Enlightenment, including its major thinkers and their calls for reform of religion, politics and society.

**The French Revolution and the Modern Nation-State:** Discuss the political, intellectual, industrial, and societal themes that lead to the French Revolution and its aftermath. Recognize the common themes in the definition and formation of modern European nation-states.

**19th-Century Thought, Politics, and Culture:** Investigate the many new threads which are woven together to create the aspirations, ambitions, and tensions which set the stage for the World Wars.

**The World Wars:** Recognize historical facts about WWI and WWII. Analyze the origins of these wars. Discuss the relationship between the end of WWI and the beginning of WWII. Examine how WWII created the early conditions of the Cold War and modernity more generally.

**GENERAL NOTES**

**Instructional Practices**

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

**VERSION REQUIREMENTS**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELDD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support,
students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2109343

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9, 10, 11, 12

**Graduation Requirement:** World History

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**Educator Certifications**

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
</tr>
<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Review different economic and philosophical ideologies.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy, and economic examples are capitalism, socialism, communism, and anarchism. This benchmark is annually evaluated on the United States History End-Of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-Of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are classical architecture, protest music, Native American dance, and Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.2.3:</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
</tr>
<tr>
<td>SS.912.H.2.4:</td>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.P.8.2:</td>
<td>Discuss the relationship between language and thought.</td>
</tr>
<tr>
<td>SS.912.P.10.2:</td>
<td>Identify how cultures change over time and vary within nations and internationally.</td>
</tr>
<tr>
<td>SS.912.P.10.3:</td>
<td>Discuss the relationship between culture and conceptions of self and identity.</td>
</tr>
<tr>
<td>SS.912.S.2.1:</td>
<td>Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.</td>
</tr>
<tr>
<td>SS.912.S.2.9:</td>
<td>Prepare original written and oral reports and presentations on specific events, people, or historical eras.</td>
</tr>
<tr>
<td>SS.912.S.3.3:</td>
<td>Examine and analyze various points of view relating to historical and current events.</td>
</tr>
<tr>
<td>SS.912.S.5.1:</td>
<td>Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, familial, religious, educational, economic, and political institutions.</td>
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<tr>
<td>SS.912.S.6.1:</td>
<td>Describe how and why societies change over time.</td>
</tr>
<tr>
<td>SS.912.S.6.8:</td>
<td>Investigate the consequences in society as a result of changes.</td>
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<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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<td>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</td>
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### General Course Information and Notes
Humane Letters 3 - History is an integrated blending of History and Literature that focuses on the civilization, thought, and legacy of ancient Greece. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works from Ancient Greece. This course is designed to be paired with Humane Letters 3 - Literature.

Students study the emergence of Greek civilization from an oral to a literary culture. They witness the historical effects of literacy as it generates the first surviving documents of historiography and comparative ethnography, while seeing first-hand how new ideas emerge from geo-political competition and the intellectual ferment enabled by the dissemination of texts throughout the Mediterranean. By following the emergence of seminal ideas in history, politics, theology, philosophy, drama, and epic poetry, students will sharpen their abilities to distinguish between historical events and the social significance invested in interpretations of these events. The emergence of the philosophical tradition provides an opportunity to reflect upon the nature and value of the theoretical outlook. Recommended texts for this course include, but are not limited to: Iliad, Herodotus' Histories, Thucydides' History of the Peloponnesian War, Antigone, Crito, Apology, Republic, Nicomachean Ethics.

Humane Letters 3 - History Learning Outcomes:

- Outline the ways in which ideas from Greek history, politics, philosophy, and literature continue to influence Western culture.
- Compare and contrast mythological and historical ways of relating to one's cultural past.
- Compare and contrast the conditions and characteristics of oral culture with literary culture.
- Discuss the nature of education in an oral society and the role of Homer's epic poetry.
- Describe the ideals of virtue seen in Homer (Homerics ethics), and compare these to later historical developments.
- Use Herodotus to discuss the motivations, methods, and conventions visible in the birth of Greek historiography and ethnography.
- Discuss the causes, significant events, and effects of the Persian wars and their relation to the prominence of Athens and Sparta among the Greek poles.
- Describe the differences in approach and method which contrast Herodotus' and Thucydides' historiography.
- Analyze Thucydides description of the cause of the Peloponnesian wars, and explain how it embodies a conflict between the differing ideals of Athens and Sparta.
- Describe the social role of Greek tragedy and give examples of how it exemplifies the Greek attitude towards divinity.
- Compare and contrast ancient monotheism and ancient polytheism as evidenced among the Greeks
- Contrast the modern, aesthetic approach to Greek tragedy as “works of Art” with the original social and religious context of Greek drama; compare this to theories of artistic representation in Plato and/or Aristotle
- Describe the ways in which Greek tragedy approaches virtue and happiness (tragic ethics) and compare this to later and earlier instantiations of ethics
- Contrast the ancient Greek notion of “pity” in Euthyphro and Apology with the modern conception.
- Outline Meno's description of learning and knowledge and lay out the apparent paradox regarding the possibility of education
- Use Pericles' 'funeral oration,' Antigone, and Plato's Republic to consider the social roles and challenges for women in ancient Greece.
- Discuss the relationship of the argument in Plato's Crito to later European ideas regarding the 'rule of law' and 'social contract theory'.
- Describe the purpose of philosophy, according to Apology, and be prepared to defend or critique it
- Relate the four 'cardinal' virtues found in Republic to previous conceptions of virtue in Homer and tragedy and to Aristotle's subsequent conception of 'ethics' in Nicomachean Ethics.
- Distinguish between three types of political systems in evidence among the Greeks, and discuss Republic's critique of each.
- Discuss the interrelation between freedom, tyranny, happiness, goodness, justice, virtue, and vice in relation to Greek politics and philosophy, and compare this network of concepts with later moments in Western civilization.
- Analyze how the democratic concepts developed in ancient Greece have influenced and continue to influence the United States' federal republic.

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >

Course Number: 2109344

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
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SubSubject: World and Eastern Hemispheric Histories

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 11
Graduation Requirement: Electives
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<td>SS.912.S.5.1</td>
<td>Interpret and evaluate primary and secondary sources.</td>
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<td>SS.912.S.5.6.1</td>
<td>Describe and identify major shifts in time measurement systems used by different cultures.</td>
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<tr>
<td>MA.K12.MTR.1.1</td>
<td>Develop and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

<table>
<thead>
<tr>
<th>MA.K12.MTR.2.1:</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1:</th>
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</thead>
<tbody>
<tr>
<td>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

<table>
<thead>
<tr>
<th>MA.K12.MTR.4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td>- Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td>- Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td>- Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td>- Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td>- Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

<table>
<thead>
<tr>
<th>MA.K12.MTR.6.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>- Estimate to discover possible solutions.</td>
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<tr>
<td>- Use benchmark quantities to determine if a solution makes sense.</td>
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<tr>
<td>- Check calculations when solving problems.</td>
</tr>
<tr>
<td>- Verify possible solutions by explaining the methods used.</td>
</tr>
<tr>
<td>- Evaluate results based on the given context.</td>
</tr>
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**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends

**General Course Information and Notes**

**VERSION DESCRIPTION**

Humane Letters 3 - History is an integrated blending of History and Literature that focuses on the civilization, thought, and legacy of ancient Greece. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works from Ancient Greece. This course is designed to be paired with Humane Letters 3 - Literature.

Students study the emergence of Greek civilization from an oral to a literary culture. They witness the historical effects of literacy as it generates the first surviving
documents of historiography and comparative ethnography, while seeing first-hand how new ideas emerge from geo-political competition and the intellectual ferment enabled by the dissemination of texts throughout the Mediterranean. By following the emergence of seminal ideas in history, politics, theology, philosophy, drama, and epic poetry, students will sharpen their abilities to distinguish between historical events and the social significance invested in interpretations of these events. The emergence of the philosophical tradition provides an opportunity to reflect upon the nature and value of the theoretical outlook. Recommended texts for this course include, but are not limited to: Iliad, Herodotus’ Histories, Thucydides’ History of the Peloponnesian War, Antigone, Crito, Apology, Republic, Nicomachean Ethics.

Humane Letters 3 – History Learning Outcomes:

- Outline the ways in which ideas from Greek history, politics, philosophy, and literature continue to influence Western culture.
- Compare and contrast mythological and historical ways of relating to one's cultural past.
- Compare and contrast the traditions of oral culture with literacy culture.
- Discuss the nature of education in an oral society and the role of Homer's epic poetry.
- Describe the ideals of virtue seen in Homer (Homeric ethics), and compare these to later historical developments.
- Use Herodotus to discuss the motivations, methods, and conventions visible in the birth of Greek historiography and ethnography.
- Discuss the causes, significant events, and effects of the Persian wars and their relation to the prominence of Athens and Sparta among the Greek poleis.
- Describe the differences in approach and method which contrast Herodotus' and Thucydides' historiography.
- Analyze Thucydides description of the cause of the Peloponnesian wars, and explain how it embodies a conflict between the differing ideals of Athens and Sparta.
- Describe the social role of Greek tragedy and give examples of how it exemplifies the Greek attitude towards divinity.
- Compare and contrast ancient monotheism and ancient polytheism as evidenced among the Greeks
- Contrast the modern, aesthetic approach to Greek tragedy as “works of Art” with the original social and religious context of Greek drama; compare this to theories of artistic representation in Plato and/or Aristotle
- Describe the ways in which Greek tragedy approaches virtue and happiness (tragic ethics) and compare this to later and earlier instantiations of ethics
- Contrast the ancient Greek notion of "piety" in Euthyphro and Apology with the modern conception.
- Outline Meno's description of learning and knowledge and lay out the apparent paradox regarding the possibility of education
- Use Pericles' 'funeral oration', Antigone, and Plato's Republic to consider the social roles and challenges for women in ancient Greece.
- Discuss the relationship of the argument in Plato's Crito to later European ideas regarding the 'rule of law' and 'social contract theory'.
- Describe the purpose of philosophy, according to Apology, and be prepared to defend or critique it
- Relate the four 'cardinal' virtues found in Republic to previous conceptions of virtue in Homer and tragedy and to Aristotle's subsequent conception of 'ethics' in Nicomachean Ethics.
- Distinguish between three types of political systems in evidence among the Greeks, and discuss Republic's critique of each.
- Discuss the interrelation between freedom, tyranny, happiness, goodness, justice, virtue, and vice in relation to Greek politics and philosophy, and compare this network of concepts with later moments in Western civilization.
- Analyze how the democratic concepts developed in ancient Greece have influenced and continue to influence the United States' federal republic.

GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
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Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109344
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
Sub/Subject: World and Eastern Hemispheric Histories >
Abbreviated Title: HUM LET 3 HISTORY

Number of Credits: One (1) credit
Course Length: Year (Y)
## Educator Certifications

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<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Clarifications: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history. Clarifications: Review different economic and philosophic ideologies. Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts. Clarifications: Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
</tr>
<tr>
<td>SS.912.H.2.3:</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
</tr>
<tr>
<td>SS.912.H.2.4:</td>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
</tr>
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<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<td>Discuss the relationship between language and thought.</td>
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<td>Identify how cultures change over time and vary within nations and internationally.</td>
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<td>Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.</td>
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<td>Use timelines to establish cause and effect relationships of historical events. Clarifications: Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
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<td>Interpret and evaluate primary and secondary sources. Clarifications: Examples are artifacts, images, auditory and written sources.</td>
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<td>Explain how historians use historical inquiry and other sciences to understand the past. Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
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<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
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<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
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<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
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- Outline the ways in which ideas from Greek history, politics, philosophy, and literature continue to influence Western culture.
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**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
GENERAL INFORMATION

Course Number: 2109345

Number of Credits: One (1) credit

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

Abbreviated Title: HUM LET 3 HISTORY HON

Course Length: Year (Y)

Course Attributes:
- Honors

Course Level: 3

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 11

Graduation Requirement: Electives

Educator Certifications

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<td>Prepare original written and oral reports and presentations on specific events, people or historical eras.</td>
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<td>Examine and analyze various points of view relating to historical and current events.</td>
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- Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
- Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
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- Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.
- Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
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### Additional Resources

- **MA.K12.MTR.1.1:**
  - Teachers who encourage students to participate actively in effortful learning both individually and with others: Mathematically, students who participate in effortful learning both individually and with others:
    - Analyze the problem in a way that makes sense given the task.
    - Ask questions that will help with solving the task.
    - Build persistence by modifying methods as needed while solving a challenging task.
    - Stay engaged and maintain a positive mindset when working to solve tasks.
    - Help and support each other when attempting a new method or approach.
Cultivate a community of growth mindset learners.
Foster perseverance in students by choosing tasks that are challenging.
Develop students’ ability to analyze and problem solve.
Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 3 - History is an integrated blending of History and Literature that focuses on the civilization, thought, and legacy of ancient Greece. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works from Ancient Greece. This course is designed to be paired with Humane Letters 3 - Literature.
Students study the emergence of Greek civilization from an oral to a literary culture. They witness the historical effects of literacy as it generates the first surviving documents of historiography and comparative ethnography, while seeing first-hand how new ideas emerge from geo-political competition and the intellectual ferment enabled by the dissemination of texts throughout the Mediterranean. By following the emergence of seminal ideas in history, politics, theology, philosophy, drama, and epic poetry, students will sharpen their abilities to distinguish between historical events and the social significance invested in interpretations of these events. The emergence of the philosophical tradition provides an opportunity to reflect upon the nature and value of the theoretical outlook. Recommended texts for this course include, but are not limited to: Iliad, Herodotus’ Histories, Thucydides’ History of the Peloponnesian War, Antigone, Crito, Apology, Republic, Nicomachean Ethics.

Humane Letters 3 – History Learning Outcomes:

- Outline the ways in which ideas from Greek history, politics, philosophy, and literature continue to influence Western culture.
- Compare and contrast mythological and historical ways of relating to one's cultural past.
- Compare and contrast the conditions and characteristics of oral culture with literary culture.
- Discuss the nature of education in an oral society and the role of Homer's epic poetry.
- Describe the ideals of virtue seen in Homer (Homer's ethics), and compare these to later developments.
- Use Herodotus to discuss the motivations, methods, and conventions visible in the birth of Greek historiography and ethnography.
- Discuss the causes, significant events, and effects of the Persian wars and their relation to the prominence of Athens and Sparta among the Greek poles.
- Describe the differences in approach and method which contrast Herodotus' and Thucydides' historiography.
- Analyze Thucydides' description of the cause of the Peloponnesian wars, and explain how it embodies a conflict between the differing ideals of Athens and Sparta.
- Describe the social role of Greek tragedy and give examples of how it exemplifies the Greek attitude towards divinity.
- Compare and contrast ancient monotheism and ancient polytheism as evidenced among the Greeks.
- Contrast the modern, aesthetic approach to Greek tragedy as “works of Art” with the original social and religious context of Greek drama; compare this to theories of artistic representation in Plato and/or Aristotle.
- Describe the ways in which Greek tragedy approaches virtue and happiness (tragic ethics) and compare this to later and earlier instantiations of ethics.
- Contrast the ancient Greek notion of “piety” in Euthyphro and Apology with the modern conception.
- Outline Meno's description of learning and knowledge and lay out the apparent paradox regarding the possibility of education.
- Use Pericles' 'funeral oration,' Antigone, and Plato's Republic to consider the social roles and challenges for women in ancient Greece.
- Discuss the relationship of the argument in Plato's Crito to later European ideas regarding the 'rule of law' and 'social contract theory.'
- Describe the purpose of philosophy, according to Apology, and be prepared to defend or critique it.
- Relate the four ‘cardinal’ virtues found in Republic to previous conceptions of virtue in Homer and tragedy and to Aristotle's subsequent conception of 'ethics' in Nicomachean Ethics.
- Distinguish between three types of political systems in evidence among the Greeks, and discuss Republic's critique of each.
- Discuss the interrelation between freedom, tyranny, happiness, goodness, justice, virtue, and vice in relation to Greek politics and philosophy, and compare this network of concepts with later moments in Western civilization.
- Analyze how the democratic concepts developed in ancient Greece have influenced and continue to influence the United States' federal republic.

GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Path: Section: Grades PreK to 12 Education
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</table>

Course Number: 2109345

- **Course Number:** 2109345
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 11
- **Graduation Requirement:** Electives
- **Course Attributes:** Honors
- **Course Level:** 3

**Courses:**
- **Grade Group:** Grades 9 to 12 and Adult Education Courses
- **Subject:** Social Studies
- **SubSubject:** World and Eastern Hemispheric Histories
- **Abbreviated Title:** HUM LET 3 HISTORY HON
- **Course Length:** Year (Y)
- **Course Attributes:** Honors
- **Course Level:** 3

**Graduation Requirement:** Electives
# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
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<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
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<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Clariations: Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
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<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
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<tr>
<td>SS.912.H.2.1:</td>
<td>Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).</td>
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<tr>
<td>SS.912.H.2.3:</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
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<td>SS.912.H.2.4:</td>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
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<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<td>SS.912.P.8.2:</td>
<td>Discuss the relationship between language and thought.</td>
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<td>Identify how cultures change over time and vary within nations and internationally.</td>
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<td>Discuss the relationship between culture and conceptions of self and identity.</td>
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<td>SS.912.S.2.1:</td>
<td>Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.</td>
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<td>SS.912.S.2.9:</td>
<td>Prepare original written and oral reports and presentations on specific events, people or historical eras.</td>
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<td>SS.912.S.3.3:</td>
<td>Examine and analyze various points of view relating to historical and current events.</td>
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<td>SS.912.S.5.1:</td>
<td>Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society. Clarifications: Examples may include, but are not limited to, familial, religious, educational, economic, and political institutions.</td>
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<td>Identify the factors that influence change in social norms over time.</td>
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<td>Describe how and why societies change over time.</td>
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<td>Investigate the consequences in society as result of changes.</td>
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<td>Use timelines to establish cause and effect relationships of historical events.</td>
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<td>Compare time measurement systems used by different cultures.</td>
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<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
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<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
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<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
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<td>SS.912.W.2.11:</td>
<td>Describe the rise and achievements of significant rulers in medieval Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.12:</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
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</table>
General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 4 - History is an integrated blending of History and Literature that centers on Western civilization from the Classical Roman world to Modernity. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works. This course is designed to be paired with Humane Letters 4 - Literature.

After three years of studying the linear and internal historical development of specific Western political entities (the United States; the several political units of Europe; ancient Greece, Rome, and Israel), Humane Letters 4—History takes a topical and comparative approach to all of these historical entities previously studied. The course theme is diachronic and transnational innovation within an historical and intellectual tradition of continuity. The selected texts present case studies in which innovative fusions occur between the concrete historical culture of an author and another text, author, or idea far removed in time and/or space. Students will be guided towards the features of texts which cause them to be considered a part of the 'great conversation,' which is the history of the development of thought in Western civilization. This development will be considered as both the cause of historical change and the effect of historical contingencies. Recommended texts for this course include, but are not limited to: Aeneid, Augustine's Confessions, Aquinas' Treatise on Law, Dante's Inferno, Machiavelli's Prince, the philosophy of Descartes, and The Brothers Karamazov (The recommended texts list entirely overlaps with Humane Letters 4—Literature, but the two complementary courses make use of these texts for different purposes).

Humane Letters 4 - History Learning Outcomes:

- Outline the mytho-historical parallels between Homer and the Aeneid; explain how Virgil fuses these elements to create a unique account of the origin and destiny of the Roman people.
- Identify the lines of Aquinas' thought that are derived from the Christian and Augustinian tradition, and contrast these with Aristotelian innovations.
- Analyze how the spread and influence of the Latin language influenced Western civilization.
- Discuss how Dante fuses Christian monotheistic ideas into the form of epic poetry.
- Identify the ways in which contemporary politics inform Dante's epic narrative techniques, and explain the ways in which this might have led to an historical evolution in the sense of European (Italian) identity.
- Describe the political influence of the church and its relation to secular sources of power which forms the cultural context of Machiavelli's Prince; explain how this text marks a departure from the Constantinian fusion of church and state power.
- Contrast the authority of Descartes' philosophical method with the traditional authorities of church and state; explain how Descartes may be considered a revolutionary turning point within modernity.
- Examine the conflict between religious thought and strains of modernist philosophy (rationalism, idealism, nihilism).

GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

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**GENERAL INFORMATION**

**Course Number:** 2109346

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Social Studies > **SubSubject:** World and Eastern Hemispheric Histories >

**Abbreviated Title:** HUM LET 4 HISTORY

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 12

**Graduation Requirement:** Electives

**Course Length:** Year (Y)

**Course Level:** 2

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<td>Explain philosophical beliefs as they relate to works in the arts.  <strong>Clariations:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
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<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.  <strong>Clariations:</strong> Compare time measurement systems used by different cultures.  Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Interpret and evaluate primary and secondary sources.  <strong>Clariations:</strong> Examples are artifacts, images, auditory and written sources.</td>
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<td>SS.912.W.1.3:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.  <strong>Clariations:</strong> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
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<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).  <strong>Clariations:</strong> Evaluate the role of history in shaping identity and character.</td>
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<td>SS.912.W.1.6:</td>
<td>Describe the rise and achievements of significant rulers in medieval Europe.  <strong>Clariations:</strong> Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.</td>
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<tr>
<td>SS.912.W.2.11:</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.  <strong>Clariations:</strong> Examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchism.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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</tbody>
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Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

Identify major causes of the Enlightenment.

Clarifications:
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, Illumination, universities, Natural Law Philosophy, Scholasticism.

Clarifications:
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

Clarifications:
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

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Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Use patterns and structure to help understand and connect mathematical concepts.
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Identify major causes of the Enlightenment.

Clarifications:
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

Clarifications:
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

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### MA.K12.MTR.5.1:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

#### Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Mathematics who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

#### Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Mathematics who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

#### Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

#### Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

#### Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

### ELA.K12.EE.3.1:
- Make inferences to support comprehension.

#### Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

### ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

#### Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

#### Use the accepted rules governing a specific format to create quality work.
General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 4 - History is an integrated blending of History and Literature that centers on Western civilization from the Classical Roman world to Modernity. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works. This course is designed to be paired with Humane Letters 4 - Literature.

After three years of studying the linear and internal historical development of specific Western political entities (the United States; the several political units of Europe; ancient Greece, Rome, and Israel), Humane Letters 4—History takes a topical and comparative approach to all of these historical entities previously studied. The course theme is diachronic and transnational innovation within an historical and intellectual tradition of continuity. The selected texts present case studies in which innovative fusions occur between the concrete historical culture of an author and another text, author, or idea far removed in time and/or space. Students will be guided towards the features of texts which cause them to be considered a part of the ‘great conversation,’ which is the history of the development of thought in Western civilization. This development will be considered as both the cause of historical change and the effect of historical contingencies. Recommended texts for this course include, but are not limited to: Aeneid, Augustine's Confessions, Aquinas' Treatise on Law, Dante's Inferno, Machiavelli's Prince, the philosophy of Descartes, and The Brothers Karamazov (The recommended texts list entirely overlaps with Humane Letters 4—Literature, but the two complementary courses make use of these texts for different purposes).

Humane Letters 4 - History Learning Outcomes:

- Outline the mytho-historical parallels between Homer and the Aeneid; explain how Virgil fuses these elements to create a unique account of the origin and destiny of the Roman people.
- Identify the lines of Aquinas' thought that are derived from the Christian and Augustinian tradition, and contrast these with Aristotelian innovations.
- Analyze how the spread and influence of the Latin language influenced Western civilization.
- Discuss how Dante fuses Christian monolithic ideas into the form of epic poetry.
- Identify the ways in which contemporary politics inform Dante's epic narrative techniques, and explain the ways in which this might have led to an historical evolution in the sense of European (Italian) identity.
- Describe the political influence of the church and its relation to secular sources of power which forms the cultural context of Machiavelli's Prince; explain how this text marks a departure from the Constantinian fusion of church and state power.
- Contrast the authority of Descartes' philosophical method with the traditional authorities of church and state; explain how Descartes may be considered a revolutionary turning point within modernity.
- Examine the conflict between religious thought and strains of modernist philosophy (rationalism, idealism, nihilism).

GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate information, ideas, and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
Course Number: 2109346

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 12
Graduation Requirement: Electives

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: HUM LET 4 HISTORY
Course Length: Year (Y)
Course Level: 2

Educator Certifications
- Political Science (Grades 6-12)
- History (Grades 6-12)
- Social Science (Grades 6-12)
Examine and analyze various points of view relating to historical and current events.

Prepare original written and oral reports and presentations on specific events, people or historical eras.

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

Use timelines to establish cause and effect relationships of historical events.

Investigate the consequences in society as result of changes.

Identify how cultures change over time and vary within nations and internationally.

Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Identify how historians use historical inquiry and other sciences to understand the past.

Evaluate the role of history in shaping identity and character.

Describe how and why societies change over time.

Discuss the relationship between culture and conceptions of self and identity.

Discuss the relationship between language and thought.

Identify the relationship between culture and human evolution.

Describe how and why societies change over time.

Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.

Identify how cultures change over time and vary within nations and internationally.

Discuss the relationship between culture and conceptions of self and identity.

Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.

Prepare original written and oral reports and presentations on specific events, people or historical eras.

Examine and analyze various points of view relating to historical and current events.

Identify the factors that influence change in social norms over time.

Describe how and why societies change over time.

Evaluate the role of history in shaping identity and character.

Discuss the relationship between culture and conceptions of self and identity.

Describe the rise and achievements of significant rulers in medieval Europe.

Explain how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

Use timelines to identify the time sequence of historical data.

Evaluate how the arts have influenced the development of society.

Interpret and evaluate primary and secondary sources.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Explain how historians use historical inquiry and other sciences to understand the past.

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Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.
Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.2.17: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Clarifications:
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

SS.912.W.4.1: Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

SS.912.W.5.2: Identify major causes of the Enlightenment.

Clarifications:
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

SS.912.W.5.4: Evaluate the impact of Enlightenment ideas on the development of economic, political, and religious structures in the Western world.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 4 - History is an integrated blending of History and Literature that centers on Western civilization from the Classical Roman world to Modernity. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works. This course is designed to be paired with Humane Letters 4 - Literature.

After three years of studying the linear and internal historical development of specific Western political entities (the United States; the several political units of Europe; ancient Greece, Rome, and Israel), Humane Letters 4—History takes a topical and comparative approach to all of these historical entities previously studied. The course theme is diachronic and transnational innovation within an historical and intellectual tradition of continuity. The selected texts present case studies in which innovative fusions occur between the concrete historical culture of an author and another text, author, or idea far removed in time and/or space. Students will be guided towards the themes of texts which cause them to be considered a part of the ‘great conversation,’ which is the history of the development of thought in Western civilization. This development will be considered as both the cause of historical change and the effect of historical contingencies. Recommended texts for this course include, but are not limited to: Aeneid, Augustine’s Confessions, Aquinas’ Treatise on Law, Dante’s Inferno, Machiavelli’s Prince, the philosophy of Descartes, and The Brothers Karamazov (The recommended texts list entirely overlaps with Humane Letters 4—Literature, but the two complementary courses make use of these texts for different purposes).

Humane Letters 4 - History Learning Outcomes:

- Outline the mytho-historical parallels between Homer and the Aeneid; explain how Vergil fuses these elements to create a unique account of the origin and destiny of the Roman people
- Identify the lines of Aquinas’ thought that are derived from the Christian and Augustinian tradition, and contrast these with Aristotelian innovations.
- Analyze how the spread and influence of the Latin language influenced Western civilization.
- Discuss how Dante fuses Christian monothestic ideas into the form of epic poetry.
- Identify the ways in which contemporary politics inform Dante’s epic narrative techniques, and explain the ways in which this might have led to an historical evolution in the sense of European (Italian) identity
- Describe the political influence of the church and its relation to secular sources of power which forms the cultural context of Machiavelli’s Prince; explain how this text marks a departure from the Constantinian development of church and state power.
- Contrast the authority of Descartes’ philosophical method with the traditional authorities of church and state; explain how Descartes may be considered a revolutionary turning point within modernity
- Examine the conflict between religious thought and strains of modernist philosophy (rationalism, idealism, nihilism).

GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the student and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.
Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

- **Course Number:** 2109347
- **Course Path:** Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories
- **Abbreviated Title:** HUM LET 4 HISTORY HON
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 12
- **Course Level:** 3
- **Course Attributes:**
  - Honors
- **Course Length:** Year (Y)
- **Graduation Requirement:** Electives

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Grade Subject</th>
<th>Certification Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>Political Science</td>
</tr>
<tr>
<td>6-12</td>
<td>History</td>
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<td>6-12</td>
<td>Social Science</td>
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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.1:</td>
<td>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
</tr>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<tr>
<td>SS.912.A.1.4:</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.</td>
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<tr>
<td>SS.912.A.1.6:</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
</tr>
<tr>
<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</td>
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<tr>
<td>SS.912.H.1.4:</td>
<td>Explain how cultures change over time and vary within nations and internationally.</td>
</tr>
<tr>
<td>SS.912.H.2.1:</td>
<td>Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).</td>
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<tr>
<td>SS.912.H.2.3:</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
</tr>
<tr>
<td>SS.912.H.2.4:</td>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2:</td>
<td>Discuss the relationship between language and thought.</td>
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<tr>
<td>SS.912.H.3.5.1:</td>
<td>Describe how and why societies change over time.</td>
</tr>
<tr>
<td>SS.912.H.3.6.1:</td>
<td>Investigate the consequences in society as result of changes.</td>
</tr>
<tr>
<td>SS.912.H.3.11:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.H.3.12:</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.H.3.14:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.H.3.15:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are ethnicity, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.H.3.16:</td>
<td>Describe the rise and achievements of significant rulers in medieval Europe.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.</td>
</tr>
</tbody>
</table>
Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

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Identify major causes of the Enlightenment.

Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).

Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

Develop students' ability to justify methods and compare their responses to the responses of their peers.

Clarifications:

Teachers who encourage students to engage actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Develop opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Communicate mathematical ideas, vocabulary and methods effectively.

Analyze the mathematical thinking of others.

Compare the efficiency of a method to those expressed by others.

Recognize errors and suggest how to correctly solve the task.

Justify results by explaining methods and processes.

Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to engage actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.
### Clarifications:

**MA.K12.MTR.5.1:**

- Use patterns and structure to help understand and connect mathematical concepts.
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:**

- Assess the reasonableness of solutions.
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**

- Apply mathematics to real-world contexts.
  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**

- Cite evidence to explain and justify reasoning.

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**

- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**

- Make inferences to support comprehension.

**Clarifications:**
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
General Course Information and Notes

VERSION DESCRIPTION

Humane Letters 4 - History is an integrated blending of History and Literature that centers on Western civilization from the Classical Roman world to Modernity. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on great works. This course is designed to be paired with Humane Letters 4 - Literature.

After three years of studying the linear and internal historical development of specific Western political entities (the United States; the several political units of Europe; ancient Greece, Rome, and Israel), Humane Letters 4—History takes a topical and comparative approach to all of these historical entities previously studied. The course theme is diachronic and transnational innovation within an historical and intellectual tradition of continuity. The selected texts present case studies in which innovative fusions occur between the concrete historical culture of an author and another text, author, or idea far removed in time and/or space. Students will be guided towards the features of texts which cause them to be considered a part of the 'great conversation,' which is the history of the development of thought in Western civilization. This development will be considered as both the cause of historical change and the effect of historical contingencies. Recommended texts for this course include, but are not limited to: Aeneid, Augustine's Confessions, Aquinas' Treatise on Law, Dante's Inferno, Machiavelli's Prince, the philosophy of Descartes, and The Brothers Karamazov (The recommended texts list entirely overlaps with Humane Letters 4—Literature, but the two complementary courses make use of these texts for different purposes).

Humane Letters 4 - History Learning Outcomes:

- Outline the mytho-historical parallels between Homer and the Aeneid; explain how Vergil fuses these elements to create a unique account of the origin and destiny of the Roman people.
- Identify the lines of Aquinas' thought that are derived from the Christian and Augustinian tradition, and contrast these with Aristotelian innovations.
- Analyze how the spread and influence of the Latin language influenced Western civilization.
- Discuss how Dante fuses Christian monotheistic ideas into the form of epic poetry.
- Identify the ways in which contemporary politics inform Dante's epic narrative techniques, and explain the ways in which this might have led to an historical evolution in the sense of European (Italian) identity.
- Describe the political influence of the church and its relation to secular sources of power which forms the cultural context of Machiavelli's Prince; explain how this text marks a departure from the Constantinian fusion of church and state power.
- Contrast the authority of Descartes' philosophical method with the traditional authorities of church and state; explain how Descartes may be considered a revolutionary turning point within modernity.
- Examine the conflict between religious thought and strains of modernist philosophy (rationalism, idealism, nihilism).

GENERAL NOTES

Instructional Practices

The recommended primary mode of instruction in Humane Letters is the seminar, supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in the learning process, the students and the instructor together investigate and explore the many complex ideas presented in the texts. Students are expected to follow these rules governing the seminar format:

- Students must come to class having read the assignment in its entirety before they can participate in seminar discussion.
- Students must mentally prepare serious questions for the class to consider during discussion.
- Each student must attend fully to the discussion at hand and refrain from carrying on side discussions.
- Students must limit their comments only to the selection assigned for homework, or previously discussed passages.
- Students must support their observations, arguments, or claims with specific textual evidence.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Literacy Standards in Social Studies

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td><strong>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td><strong>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</strong></td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
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<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td><strong>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</strong></td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, NAFTA, World Trade Organization.</td>
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<td>SS.912.A.7.15:</td>
<td><strong>Analyze the effects of foreign and domestic terrorism on the American people.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</td>
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<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.7.16:</td>
<td><strong>Examine changes in immigration policy and attitudes toward immigration since 1950.</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.17:</td>
<td><strong>Examine key events and key people in Florida history as they relate to United States history.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</td>
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<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.C.2.2:</td>
<td><strong>Evaluate the importance of political participation and civic participation.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td><strong>Monitor current public issues in Florida.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td><strong>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</strong></td>
</tr>
<tr>
<td>SS.912.C.2.10:</td>
<td><strong>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</strong></td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
</tbody>
</table>
Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

Assess human rights policies of the United States and other countries.

Compare indicators of democratization in multiple countries.

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

Compare the current United States economy with other developed and developing nations.

**Clarifications:**
- Examples are standard of living, exchange rates, productivity, gross domestic product.

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

- **Identify the physical characteristics and the human characteristics that define and differentiate regions.**
- **Examples are thematic, contour, and dot-density.**

**Clarifications:**
- Examples are thematic, contour, and dot-density.

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

**Clarifications:**
- Examples are desertification, global warming, cataclysmic natural disasters.

Interpret population growth and other demographic data for any given place.

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Use political maps to describe the change in boundaries and governments within continents over time.

- **Explain philosophical beliefs as they relate to works in the arts.**
- **Clarifications:**
  - Examples are classical architecture, protest music, Native American dance, Japanese Noh.

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

Use timelines to establish cause and effect relationships of historical events.

- **Compare time measurement systems used by different cultures.**
- **Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.**

Interpret and evaluate primary and secondary sources.

- **Examples are artifacts, images, auditory and written sources.**

Explain how historians use historical inquiry and other sciences to understand the past.

- **Examples are archaeology, economics, geography, forensic chemistry, political science, physics.**

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

- **Evaluate the role of history in shaping identity and character.**
- **Examples are ethnic, cultural, personal, national, religious.**

Discuss significant people and beliefs associated with Islam.

- **Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.**

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

- **Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.**

Compare post-war independence movements in African, Asian, and Caribbean countries.

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

- **Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.**
- **Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.**

Analyze the role of history in shaping identity and character.

- **Examples are ethnic, cultural, personal, national, religious.**

Compare the current United States economy with other developed and developing nations.
### SS.912.W.9.1:
Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

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<tbody>
<tr>
<td>Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.</td>
</tr>
</tbody>
</table>

### SS.912.W.9.3:
Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are prejudice, racism, stereotyping, economic competition.</td>
</tr>
</tbody>
</table>

### SS.912.W.9.4:
Describe the causes and effects of twentieth century nationalist conflicts.

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples are Cyprus, Kashmir, Tibet, Northern Ireland.</td>
</tr>
</tbody>
</table>

### SS.912.W.9.5:
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

### SS.912.W.9.6:
Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

### SS.912.W.9.7:
Describe the impact of and global response to international terrorism.

### LAFS.910.RH.1.1:
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### LAFS.910.RH.1.2:
Determine the central ideas or information of a primary or secondary source, provide an accurate summary of how key events or ideas develop over the course of the text.

### LAFS.910.RH.1.3:
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### LAFS.910.RH.1.4:
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

### LAFS.910.RH.2.5:
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

### LAFS.910.RH.2.6:
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### LAFS.910.RH.3.7:
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

### LAFS.910.RH.3.8:
Assess the extent to which the reasoning and evidence in a text support the author's claims.

### LAFS.910.RH.3.9:
Compare and contrast treatments of the same topic in several primary and secondary sources.

### LAFS.910.RH.4.10:
By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

### LAFS.910.RH.4.11:
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other reference on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### LAFS.910.RH.4.12:
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### LAFS.910.RH.4.13:
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### LAFS.910.RH.4.14:
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### LAFS.910.WHST.1.1:
Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

### LAFS.910.WHST.1.2:
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinary-specific tasks, purposes, and audiences.

MAFS.912.S-ID.1.4: Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

MAFS.912.S-ID.1.3: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

MAFS.912.S-ID.1.2: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

MAFS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).

Clarifications:
- In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Clarifications:
- In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Clarifications:
- In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

MAFS.K12.MP.1.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.5.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other
mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**General Course Information and Notes**

**GENERAL NOTES**

**Contemporary History** - The grade 9-12 Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2109350

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

**Abbreviated Title:** CONTEMP HIST

**Course Length:** Semester (5)

**Course Level:** 2
<table>
<thead>
<tr>
<th>Educator Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, NAFTA, World Trade Organization.</td>
</tr>
<tr>
<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</td>
</tr>
<tr>
<td>SS.912.A.7.16:</td>
<td>Examine changes in immigration policy and attitudes toward immigration since 1950.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.17:</td>
<td>Examine key events and key people in Florida history as they relate to United States history.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</td>
</tr>
<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Monitor public current issues in Florida.</td>
</tr>
<tr>
<td>SS.912.C.2.10:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
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<tr>
<td>SS.912.C.2.11:</td>
<td>Explain how the world's nations are governed differently.</td>
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<td>Code</td>
<td>Clarifications</td>
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<tr>
<td>SS.912.C.4.2</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.C.4.4</td>
<td>Compare indicators of democratization in multiple countries.</td>
</tr>
<tr>
<td>SS.912.E.2.2</td>
<td>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</td>
</tr>
<tr>
<td>SS.912.E.3.5</td>
<td>Compare the current United States economy with other developed and developing nations.</td>
</tr>
<tr>
<td>SS.912.G.1.1</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>SS.912.G.2.1</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.G.2.2</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.4</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.4</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
</tr>
<tr>
<td>SS.912.H.3.1</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.H.3.2</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.5</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.3.1</td>
<td>Discuss significant people and beliefs associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.6.4</td>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.8.7</td>
<td>Compare post-war independence movements in African, Asian, and Caribbean countries.</td>
</tr>
<tr>
<td>SS.912.W.8.9</td>
<td>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.8.10</td>
<td>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</td>
</tr>
</tbody>
</table>
Assess the social and economic impact of pandemics on a global scale.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Describe the causes and effects of twentieth century nationalist conflicts.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
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- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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<td>HE.912.C.2.4:</td>
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**General Course Information and Notes**

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**Contemporary History** - The grade 9-12 Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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<th>Course Number: 2109350</th>
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<tr>
<td>Number of Credits: Half credit (.5)</td>
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<tr>
<td>Course Type: Elective Course</td>
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<td>Course Status: State Board Approved</td>
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**Course Path: Section:** Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: CONTEMP HIST

<p>| Course Length: Semester (S) |
| Course Level: 2 |</p>
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|                      | • Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods...
### SS.912.CG.2.4: during wartime, enactment of the Patriot Act.
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

### SS.912.CG.2.11:
- Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
  - Students will compare the reporting on the same political event or issue from multiple perspectives.
  - Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
  - Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

### SS.912.CG.2.12:
- Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
  - Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
  - Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.

### SS.912.CG.2.13:
- Analyze the influence and effects of various forms of media and the internet in political communication.
  - Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
  - Students will describe how the methods used by political officials to communicate with the public has changed over time.
  - Students will discuss the strengths and weaknesses of different methods of political communication.

### SS.912.CG.4.1:
- Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
  - Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, republic, theocracy).
  - Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

### SS.912.CG.4.2:
- Explain how the United States uses foreign policy to influence other nations.
  - Students will explain how the policies of other nations influence U.S. policy and society.
  - Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
  - Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
  - Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
  - Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
  - Students will explain the U.S. response to international conflicts.

### SS.912.CG.4.3:
- Identify indicators of democratization in foreign countries.
  - Students will recognize democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

### SS.912.E.2.2:
- Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
  - Compare the current United States economy with other developed and developing nations.

### SS.912.E.3.5:
- **Clarifications:** Examples are standard of living, exchange rates, productivity, gross domestic product.

### SS.912.G.1.1:
- Use spatial maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

### SS.912.G.1.2:
- Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

### SS.912.G.1.3:
- Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

### SS.912.G.1.4:
- Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
  - **Clarifications:** Examples are thematic, contour, and dot-density.

### SS.912.G.2.1:
- Identify the physical characteristics and the human characteristics that define and differentiate regions.
  - **Clarifications:** Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.

### SS.912.G.2.2:
- Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
  - Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

### SS.912.G.2.3:
- **Clarifications:** Examples are desertification, global warming, cataclysmic natural disasters.

### SS.912.G.4.1:
- Interpret population growth and other demographic data for any given place.

### SS.912.G.4.2:
- Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

### SS.912.G.4.3:
- Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

### SS.912.G.4.7:
- Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2: Interpret primary and secondary sources.

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.1: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.3: Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.9.4: Analyze the problem in a way that makes sense given the task.

SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

MA.K12.MTR.1.1: Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Use timelines to establish cause and effect relationships of historical events.
- Compare time measurement systems used by different cultures.
- Explain how historians use historical inquiry and other sciences to understand the past.
- Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- Discuss significant people and beliefs associated with Islam.
- Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- Compare post-war independence movements in African, Asian, and Caribbean countries.
- Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
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- Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- Describe the impact of and global response to international terrorism.
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

| MA.K12.MTR.2.1: |
| Complete tasks with mathematical fluency: |
| Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: |
| Engage in discussions that reflect on the mathematical thinking of self and others: |
| Use patterns and structure to help understand and connect mathematical concepts: |
| Assess the reasonableness of solutions: |
| Apply mathematics to real-world contexts: |

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
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- Show students that various representations can have different purposes and can be useful in different situations.
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**MA.K12.MTR.7.1:**
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

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Teachers who encourage students to apply mathematics to real-world contexts:
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- Support students as they validate conclusions by comparing them to the given situation.
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**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

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Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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- Use the accepted rules governing a specific format to create quality work.

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Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.5.1:**
- Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:**
- English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.2.4:**
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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Course Path: Section: Grades PreK to 12 Education
Courses -> Grade Group: Grades 9 to 12 and Adult Education Courses -> Subject: Social Studies -> SubSubject: World and Eastern Hemispheric Histories -> Abbreviated Title: CONTEMP HIST
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Course Length: Semester (S)
Course Level: 2

Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2109371
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: AICE EURO HIST 1 AS
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Attributes:
- Advanced International Certificate of Education (AICE)
Course Level: 3
Grade Level(s): 9,10,11,12
Graduation Requirement: World History

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
General Course Information and Notes

VERSION DESCRIPTION

For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.

GENERAL INFORMATION

Course Number: 2109372

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

Abbreviated Title: AICE EURO HIST 2 AL

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:
- Advanced International Certificate of Education (AICE)

Course Type: Core Academic Course
Course Status: Course Approved
Graduation Requirement: World History

Course Level: 3

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography
Equivalency start year: 2018
The course description for this Advanced Placement course is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

**Course Number:** 2109380

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9, 10, 11, 12

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

**Abbreviated Title:** AP EURO HIST

**Course Length:** Year (Y)

**Course Attributes:**
- Advanced Placement (AP)

**Course Level:** 3

**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2109380

Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

Abbreviated Title: AP EURO HIST

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: State Board Approved

Course Length: Year (Y)

Course Attributes:
- Advanced Placement (AP)

Course Level: 3

Grade Level(s): 9,10,11,12

Educator Certifications

- History (Grades 6-12)
- Social Science (Grades 6-12)
### Course Standards

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<td>Examples are geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
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<td>SS.912.G.1.3:</td>
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<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
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<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
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<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
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<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
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<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
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<td>SS.912.W.1.2:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
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<td>SS.912.W.1.3:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
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SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- **Clarifications:**
  - Examples are ethnic, cultural, personal, national, religious.

SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- **Clarifications:**
  - Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.7: Trace the causes and key events related to World War II.

SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
- **Clarifications:**
  - Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

SS.912.W.7.11: Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.8.6: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

SS.912.W.8.10: Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.9.4: **Clarifications:**
- Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.7: Describe the impact of and global response to international terrorism.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LAFS.910.RH.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.RH.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.RH.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.RH.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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LAFS.910.RH.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing...
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

The ELD standard provides a framework for English language learners to communicate for social and instructional purposes within the school setting. It emphasizes the importance of listening, speaking, reading, and writing skills for academic success. The ELD standards also support the development of language proficiency and cultural understanding. The standards reflect the belief that language is essential for academic and social success, and they are designed to ensure that all students, regardless of their primary language, can access and succeed in the curriculum.

**General Course Information and Notes**

**GENERAL NOTES**

**Jewish History** - The grade 9-12 Jewish History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Jewish people by examining the political, economic, socio-cultural, religious, and military events that affected the religious and cultural group. Content will include, but is not limited to, the development of Jewish heritage, Jewish life before and after the revelation of the Torah, entrance into the Holyland, the Monarchy and Two Temple periods, Jewish life in America and Europe, Jewish life in Eastern Europe and the growth of Hasidic movement, the Holocaust, Zionism and the modern Jewish state.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
**GENERAL INFORMATION**

- **Course Number:** 2109410
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies
SubSubject: World and Eastern Hemispheric
Histories

- **Abbreviated Title:** JEWISH HIST
- **Course Length:** Year (Y)
- **Course Level:** 2

**Educator Certifications**

- History (Grades 6-12)
- Social Science (Grades 6-12)
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<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
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<td>Interpret population growth and other demographic data for any given place.</td>
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<td>SS.912.H.1.4:</td>
<td>Explain philosophical beliefs as they relate to works in the arts.</td>
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<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
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<td>SS.912.W.1.2:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Examples are artifacts, images, auditory and written sources.</td>
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<tr>
<td>SS.912.W.1.3:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
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<td>SS.912.W.1.4:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
</tbody>
</table>
Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

Trace the causes and key events related to World War II.

Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Describe the effects of World War II.

Evaluate the role of history in shaping identity and character.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.
- Provide feedback to improve efficiency when performing calculations.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Select efficient and appropriate methods for solving problems within the given context.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.
- Help and support each other when attempting a new method or approach.
Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning. Mathematicians who cite evidence to explain and justify reasoning:

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:**
English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C.1.3:**
Evaluate how environment and personal health are interrelated.

**Clarifications:**
Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

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**General Course Information and Notes**

**GENERAL NOTES**

**Jewish History** - The grade 9-12 Jewish History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Jewish people by examining the political, economic, socio-cultural, religious, and military events that affected the religious and cultural group. Content will include, but is not limited to, the development of Jewish heritage, Jewish life before and after the revelation of the Torah, entrance into the Holyland, the Monarchy and Two Temple periods, Jewish life in America and Europe, Jewish life in Eastern Europe and the growth of Hasidic movement, the Holocaust, Zionism and the modern Jewish state.

**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
Course Number: 2109410
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: JEWISH HIST
Course Length: Year (Y)
Course Level: 2
## Jewish History (#2109410) 2023 - And Beyond

### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clarifications:</strong> Examples may include, but are not limited to Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century. <strong>Clarifications:</strong> Examples include, but are not limited to AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.CG.4.1:</td>
<td>Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States. <strong>Clarifications:</strong> Examples include, but are not limited to classical architecture, protest music, Native American dance, Japanese Noh. Students will explain the U.S. response to international conflicts.</td>
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<tr>
<td>SS.912.CG.4.2:</td>
<td>Explain how the United States uses foreign policy to influence other nations. <strong>Clarifications:</strong> Students will explain how the policies of other nations influence U.S. policy and society. Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency). Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International). Students will explain how the United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International). Students will explain how the United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International). Students will explain how the United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).</td>
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<tr>
<td>SS.912.CG.4.3:</td>
<td>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. <strong>Clarifications:</strong> Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
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<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
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<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
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<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world. Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
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<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
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<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
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<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<td>SS.912.G.4.4:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
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<td>SS.912.G.4.5:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
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<td>Explain philosophical beliefs as they relate to works in the arts. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
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Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

Compare time measurement systems used by different cultures.

Clariations:
Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.

Interpret and evaluate primary and secondary sources.

Clarifications:
Examples are artifacts, images, auditory and written sources.

Explain how historians use historical inquiry and other sciences to understand the past.

Clarifications:
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Clariations:
Examples are ethnic, cultural, personal, national, religious.

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Clariations:
Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Describe the 19th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

Clariations:
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

Describe the causes and effects of twentieth century nationalist conflicts.

Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Describe the impact of and global response to international terrorism.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clariations:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

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Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

Describe the causes and effects of twentieth century nationalist conflicts.

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Clariations:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.
### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
<th>Cite evidence to explain and justify reasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clari</strong>f<strong>c</strong>ations:</td>
<td>K: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clari</strong>f<strong>c</strong>ations:</td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
<th>Make inferences to support comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clari</strong>f<strong>c</strong>ations:</td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
<th>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clari</strong>f<strong>c</strong>ations:</td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
<th>Use the accepted rules governing a specific format to create quality work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clari</strong>f<strong>c</strong>ations:</td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information in a manner appropriate for their grade level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.6.1:</th>
<th>Use appropriate voice and tone when speaking or writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clari</strong>f<strong>c</strong>ations:</td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD.K12.EL.5.1:</th>
<th>English language learners communicate for social and instructional purposes within the school setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD.K12.EL.5.5.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HE.912.C1.3:</th>
<th>Evaluate how environment and personal health are interrelated.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clari</strong>f<strong>c</strong>ations:</td>
<td>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

**Jewish History** - The grade 9-12 Jewish History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Jewish people by examining the political, economic, socio-cultural, religious, and military events that affected the religious and cultural group. Content will include, but is not limited to, the development of Jewish heritage, Jewish life before and after the revelation of the Torah, entrance into the Holyland, the Monarchy and Two Temple periods, Jewish life in America and Europe, Jewish life in Eastern Europe and the growth of Hasidic movement, the Holocaust, Zionism and the modern Jewish state.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2109410

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Course Length: Year (Y)

Course Level: 2

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)
Pre-Advanced Placement World History and Geography (#2109415) 2018 - And Beyond (current)

General Course Information and Notes

VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at https://pre-ap.collegeboard.org/courses.

GENERAL INFORMATION

Course Number: 2109415
Course Path: Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories
Abbreviated Title: PRE-AP WRLD HIST/GEO
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Attributes:
- Honors
Course Level: 3
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9
Graduation Requirement: World History

Educator Certifications

Social Science (Grades 6-12)
Social Science (Grades 5-9)
History (Grades 6-12)

Equivalent Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Equivalency start year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2100490</td>
<td>Cambridge AICE International History 1 AS Level</td>
<td>2018</td>
</tr>
<tr>
<td>2109310</td>
<td>World History</td>
<td>2018</td>
</tr>
<tr>
<td>2109320</td>
<td>World History Honors</td>
<td>2018</td>
</tr>
<tr>
<td>2109321</td>
<td>Cambridge Pre-AICE World History IGCSE Level</td>
<td>2018</td>
</tr>
<tr>
<td>2109420</td>
<td>Advanced Placement World History: Modern</td>
<td>2018</td>
</tr>
<tr>
<td>2109810</td>
<td>Florida's Preinternational Baccalaureate World History</td>
<td>2018</td>
</tr>
<tr>
<td>2109830</td>
<td>International Baccalaureate Mid Yrs Prog World History Honors</td>
<td>2018</td>
</tr>
<tr>
<td>2100495</td>
<td>Cambridge AICE International History 2 A Level</td>
<td>2018</td>
</tr>
<tr>
<td>2109372</td>
<td>Cambridge AICE European History 2 A Level</td>
<td>2018</td>
</tr>
</tbody>
</table>
Advanced Placement World History: Modern (#2109420) 2014 - 2022 (current)

General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

Course Number: 2109420
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: AP WORLD HIST:MODERN
Course Length: Year (Y)
Course Attributes:
- Advanced Placement (AP)
Course Level: 3
Number of Credits: One (1) credit
Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: World History

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography
Equivalency start year: 2018
General Course Information and Notes

GENERAL NOTES

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

GENERAL INFORMATION

| Course Number: | 2109420 |
| Number of Credits: | One (1) credit |
| Course Type: | Core Academic Course |
| Course Status: | State Board Approved |
| Grade Level(s): | 9,10,11,12 |
| Graduation Requirement: | World History |
| Course Path: | Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories |
| Abbreviated Title: | AP WORLD HIST:MODERN |
| Course Length: | Year (Y) |
| Course Attributes: | Advanced Placement (AP) |
| Course Level: | 3 |

Educator Certifications

History (Grades 6-12)
Social Science (Grades 6-12)

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography
Equivalency start year: 2018
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world's nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of physical characteristics are climate, terrain, resources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.7:</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.3.1:</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.2:</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.1.6:</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2:</td>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.</td>
</tr>
<tr>
<td>SS.912.W.6.4:</td>
<td>Summarize significant effects of World War I.</td>
</tr>
</tbody>
</table>
### Clarifications:

- SS.912.W.7.3: Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

- SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

- SS.912.W.7.7: Trace the causes and key events related to World War II.

- SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. Identify the wartime strategy and post-war plans of the Allied leaders.


- SS.912.W.7.11: Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

- SS.912.W.9.3: Examples are prejudice, racism, stereotyping, economic competition.

- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.

- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

- LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- LAFS.910.RH.1.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

- LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

- LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

- LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

- LAFS.910.RH.4.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

- LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

- LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

- LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Produce clear and coherent writing in which the development, Evaluate reports based on data.
Use technology, including the Internet, to produce, publish, and update
Conduct short as well as more sustained research projects to answer a
Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Use appropriate tools strategically.**

MAFS.K12.MP.5.1:

Evaluate how environment and personal health are interrelated.

HE.912.C.1.3:

Clariifications:
Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

General Course Information and Notes

**GENERAL NOTES**

**Holocaust** - The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf)

**GENERAL INFORMATION**

**Course Path: Section:** Grades PreK to 12 Education

Courses > Grade Group: Grades 9 to 12 and Adult
### Educator Certifications

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<td>Social Science (Grades 6-12)</td>
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### Course Standards

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<tr>
<th>Name</th>
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<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. <strong>Clarifications:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world’s nations are governed differently.</td>
</tr>
<tr>
<td>SS.912.C.4.2:</td>
<td>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries.</td>
</tr>
<tr>
<td>SS.912.C.4.4:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.C.4.5:</td>
<td>Interpret and evaluate primary and secondary sources. <strong>Clarifications:</strong> Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.C.4.6:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). <strong>Clarifications:</strong> Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.C.4.7:</td>
<td>Describe the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.C.4.8:</td>
<td>Use timelines to establish cause and effect relationships of historical events. <strong>Clarifications:</strong> Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws. Summarize significant effects of World War I.</td>
</tr>
<tr>
<td>SS.912.G.1.1:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.1.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Use geographic terms and tools to analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.2.1:</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2:</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world. <strong>Clarifications:</strong> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.G.2.3:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
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<td>SS.912.G.2.4:</td>
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<td>SS.912.G.2.5:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
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<td>SS.912.G.2.6:</td>
<td>Use geographic terms and tools to analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
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<td>SS.912.G.2.7:</td>
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<td>SS.912.G.2.8:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
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<td>SS.912.G.2.9:</td>
<td>Use geographic terms and tools to analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
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<tr>
<td>SS.912.G.3.1:</td>
<td>Use geographic terms and tools to analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.G.3.2:</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
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<td>SS.912.G.3.3:</td>
<td>Use geographic terms and tools to analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
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</tr>
</tbody>
</table>
Clarifications:
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.7: Trace the causes and key events related to World War II.

SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. Identify the wartime strategy and post-war plans of the Allied leaders.

SS.912.W.7.9: Clarifications:
Examples are Churchill, Roosevelt, Stalin.

SS.912.W.7.10: Describe the effects of World War II.

SS.912.W.7.11: Clarifications:
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.9.3: Clarifications:
Examples are prejudice, racism, stereotyping, economic competition.

SS.912.W.9.4: Clarifications:
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who apply mathematics to real-world contexts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Use patterns and structure to help understand and connect mathematical concepts.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Mathematicians who cite evidence to explain and justify reasoning:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Clarifications:**
Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

Read and comprehend grade-level complex texts proficiently.
**General Course Information and Notes**

**GENERAL NOTES**

**Holocaust** - The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Path: Section:** Grades PreK to 12 Education

Courses > Grade Group: Grades 9 to 12 and Adult
**Course Number:** 2109430

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Course:** Social Science (Grades 6-12)

**Subject:** Social Studies

**SubSubject:** World and Eastern Hemispheric Histories

**Abbreviated Title:** HOLOCAUST

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

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**Educator Certifications**

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# Holocaust Education (#2109430) 2023 - And Beyond

## Course Standards

<table>
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</table>
| SS.912.HE.1.1: | Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.  
- Students will explain why the Holocaust is history’s most extreme example of antisemitism. |
| SS.912.HE.1.2: | Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.  
- Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).  
- Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.  
- Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world. |
| SS.912.HE.1.3: | Explain how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis’ advantage.  
- Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.  
- Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920’s Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).  
- Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles. |
| SS.912.HE.1.4: | Explain how the National Socialist German Workers’ Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.  
- Students will compare Germany’s political parties and their system of proportional representation in national elections from 1920 to 1932.  
- Students will explain how the Sturmbteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler’s inner circle helped him gain and maintain power after 1933.  
- Students will explain how the following contributed to Hitler’s rise to power: Adolf Hitler’s Munich Beer Hall Putsch, Hitler’s arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg’s death and Hitler as Fuhrer. |
| SS.912.HE.1.5: | Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.  
- Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).  
- Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the “Master Race.” |
| SS.912.HE.1.6: | Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.  
- Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).  
- Students will examine how the Nazis used the public education system to indoctrinate youth and children.  
- Students will explain how Nazi ideology supplanted prior beliefs. |
| SS.912.HE.1.7: | Explain what is meant by “the Aryan Race” and why this terminology was used.  
- Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.  
- Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.  
- Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.  
- Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs. |
| SS.912.HE.2.1: | Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.  
- Students will analyze the Nuremberg Laws and describe their effects.  
- Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews. |
| SS.912.HE.2.2: | Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.  
- Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.  
- Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.  
- Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).  
- Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony). |
| SS.912.HE.2.3: | Analyze Hitler’s motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.  
- Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.  
- Students will analyze Hitler’s use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war. |
| SS.912.HE.2.4: | Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.  
- Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).  
- Students will explain how the Kindertransport saved the lives of Jewish children. |
| SS.912.HE.2.5: | Explain how Nazi policies had on other groups targeted by the government of Nazi Germany.  
- Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and... |
| SS.912.HE.2.6: | Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945. |
| SS.912.HE.2.7: | Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies. |
| SS.912.HE.2.8: | Analyze how corporate complicity aided Nazi goals. |
| SS.912.HE.2.9: | Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators. |
| SS.912.HE.2.10: | Explain the origins and purpose of ghettos in Europe. |
| SS.912.HE.2.11: | Discuss life in the various ghettos. |
| SS.912.HE.2.12: | Define “partisan” and explain the role partisans played in World War II. |
| SS.912.HE.2.13: | Examine the origins, purpose and conditions associated with various types of camps. |
| SS.912.HE.2.14: | Explain the experience of Holocaust survivors following World War II. |
| SS.912.HE.2.15: | Describe the experience of Holocaust survivors following World War II. |
| SS.912.HE.3.1: | Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust. |
SS.912.HE.3.2: Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.
- Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.

SS.912.HE.3.3: Explain the effects of Holocaust denial on contemporary society.
- Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.

SS.912.HE.3.4: Explain why it is important for current and future generations to learn from the Holocaust.
- Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.
- Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).
- Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.
- Students will explain the significance of "Never Again."

SS.912.HE.3.5: Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.
- Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).
- Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).

SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

| Course Path: Section: Grades PreK to 12 Education |
| Courses > Grade Group: Grades 9 to 12 and Adult |

### General Course Information and Notes

**GENERAL NOTES**

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler’s rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**
Course Number: 2109430

Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 5-9)</td>
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<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>

Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories > Abbreviated Title: HOLOCAUST EDUCATION
Course Length: Semester (S)
Course Level: 2
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.CG.2.13:</td>
<td>Analyze the influence and effects of various forms of media and the internet in political communication.</td>
</tr>
<tr>
<td>SS.912.CG.4.3:</td>
<td>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.HE.1.1:</td>
<td>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.</td>
</tr>
<tr>
<td>SS.912.HE.1.2:</td>
<td>Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.</td>
</tr>
<tr>
<td>SS.912.HE.1.3:</td>
<td>Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.</td>
</tr>
<tr>
<td>SS.912.HE.1.4:</td>
<td>Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.</td>
</tr>
<tr>
<td>SS.912.HE.1.5:</td>
<td>Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.</td>
</tr>
<tr>
<td>SS.912.HE.1.6:</td>
<td>Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.</td>
</tr>
<tr>
<td>SS.912.HE.1.7:</td>
<td>Explain what is meant by &quot;the Aryan Race&quot; and why this terminology was used.</td>
</tr>
<tr>
<td>SS.912.HE.2.1:</td>
<td>Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.</td>
</tr>
<tr>
<td>SS.912.HE.2.2:</td>
<td>Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.</td>
</tr>
</tbody>
</table>
- Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).

### SS.912.HE.2.3:

**Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.**
- Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.
- Students will analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.

### SS.912.HE.2.4:

**Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.**
- Students will will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).
- Students will explain how the Kindertransport saved the lives of Jewish children.

### SS.912.HE.2.5:

**Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.**
- Students will explain the effects of Nazi “racial hygiene” policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah's Witnesses), political opposition, the physically and mentally disabled and homosexuals.

### SS.912.HE.2.6:

**Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.**
- Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.
- Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).

### SS.912.HE.2.7:

**Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.**
- Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).

### SS.912.HE.2.8:

**Analyze how corporate complicity aided Nazi goals.**
- Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).

### SS.912.HE.2.9:

**Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.**
- Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.
- Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.
- Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.

### SS.912.HE.2.10:

**Explain the origins and purpose of ghettos in Europe.**
- Students will trace the use of ghettos in Europe prior to World War II.
- Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.
- Students will explain what ghettos were in context of World War II and Nazi ideology.

### SS.912.HE.2.11:

**Discuss life in the various ghettos.**
- Students will explain the origins and purpose of the Judenrat.
- Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.
- Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.
- Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.
- Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.

### SS.912.HE.2.12:

**Define “partisan” and explain the role partisans played in World War II.**
- Students will identify countries that had partisan groups who fought the Nazis.
- Students will explain the warfare tactics utilized by the resistance movements against the Nazis.
- Students will recognize that not all resistance movements accepted Jews.

### SS.912.HE.2.13:

**Examine the origins, purpose and conditions associated with various types of camps.**
- Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.
- Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.
- Students will describe various attempts at escape and forms of resistance within the camps.
- Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.
- Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibár) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”
- Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.
- Students will explain why the 6 death camps were only in Nazi-occupied Poland.
- Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.

### SS.912.HE.2.14:

**Explain the purpose of the death marches.**
- Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.

### Describe the experience of Holocaust survivors following World War II.
- Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.
- Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).
**SS.912.HE.2.15:**
- Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).
- Students will describe the psychological and physical struggles of Holocaust survivors.
- Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.

**SS.912.HE.3.1:**
- Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.
- Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.
- Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).
- Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II.

**SS.912.HE.3.2:**
- Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.
- Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.
- Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).
- Students will explain the significance of "Never Again."

**SS.912.HE.3.3:**
- Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).
- Students will describe the psychological and physical struggles of Holocaust survivors.
- Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.

**SS.912.HE.3.4:**
- Explain why it is important for current and future generations to learn from the Holocaust.
- Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.
- Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).
- Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.
- Students will explain the significance of "Never Again."

**SS.912.HE.3.5:**
- Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.
- Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).
- Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Naats, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).

**SS.912.S.2.9:**
- Prepare original written and oral reports and presentations on specific events, people or historical eras.

**SS.912.W.1.3:**
- Clarifications:
  - Examples are artifacts, images, auditory and written sources.

**SS.912.W.1.4:**
- Clarifications:
  - Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

**SS.912.W.1.6:**
- Clarifications:
  - Examples are ethnic, cultural, personal, national, religious.

**SS.912.W.7.1:**
- Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

**SS.912.W.8.6:**
- Analyze the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

**MA.K12.MTR.1.1:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- Clarifications:
  - Teachers who encourage students to participate actively in effortful learning both individually and with others:
    - Cultivate a community of growth mindset learners.
    - Foster perseverance in students by choosing tasks that are challenging.
    - Develop students' ability to analyze and problem solve.
    - Recognize students' effort when solving challenging problems.

- Clarifications:
  - Students who demonstrate understanding by representing problems in multiple ways:
    - Build understanding through modeling and using manipulatives.
    - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
### MA.K12.MTR.2.1: Progress from modeling problems with objects and drawings to using algorithms and equations.

- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

- Mathematicians who complete tasks with mathematical fluency:
  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

- Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

- Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

- Mathematicians who assess the reasonableness of solutions:
  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.

- Mathematicians who apply mathematics to real-world contexts:
  - Connect mathematical concepts to everyday experiences.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Have students apply concepts to real-world situations.
  - Encourage students to use mathematical thinking to solve real-world problems.
  - Develop students' ability to apply mathematical concepts to everyday experiences.
English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts.

MA.K12.MTR.7.1:
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:
- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.
- Use appropriate voice and tone when speaking or writing.
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.2.1:
- Clarifications:
  - See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
- Clarifications:
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
- Clarifications:
  - In kindergarten, students learn to listen to one another respectfully.
  - In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
  - In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
- Clarifications:
  - Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:
- Clarifications:
  - In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:
- English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

GENERAL NOTES

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effects Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler’s rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.
**VERSION REQUIREMENTS**

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

**GENERAL INFORMATION**

**Course Number:** 2109435

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

**Abbreviated Title:** HOLOCAUST EDUCATION

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Length:** Year (Y)

**Course Level:** 2

**Educator Certifications**

<table>
<thead>
<tr>
<th>Social Science (Grades 5-9)</th>
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<tr>
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Course Standards

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<tr>
<th>Name</th>
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<tr>
<td>SS.912.CG.2.13:</td>
<td>Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). Students will describe how the methods used by political officials to communicate with the public has changed over time. Students will discuss the strengths and weaknesses of different methods of political communication.</td>
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<tr>
<td>SS.912.CG.4.3:</td>
<td>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</td>
</tr>
<tr>
<td>SS.912.G.4.1:</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.HE.1.1:</td>
<td>Analyze the influence and effects of various forms of media and the internet in political communication. Students will explain why the Holocaust is history's most extreme example of antisemitism.</td>
</tr>
<tr>
<td>SS.912.HE.1.2:</td>
<td>Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews. Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the “Master Race.”</td>
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<td>SS.912.HE.1.3:</td>
<td>Explain how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage. Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II. Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dachshund, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic). Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.</td>
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<td>SS.912.HE.1.4:</td>
<td>Analyze how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and maintained and powered in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler. Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932. Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain power before World War II. Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.</td>
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Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).

Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.

Students will define the term Lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.

Students will analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.

Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.

Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).

Students will explain how the Kindertransport saved the lives of Jewish children.

Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.

Students will explain the effects of Nazi "racial hygiene" policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah's Witnesses), political opposition, the physically and mentally disabled and homosexuals.

Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.

Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protetst, Bishop Clemens von Galen, the Swing Movement, Reverend Niinemöller, Dietrich Bonhoeffer, the Bietski Brothers and the Partisans in Eastern and Western Europe.

Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).

Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.

Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).

Analyze how corporate complicity aided Nazi goals.

Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930-1945).

Explain killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzauffen (SS) police units, the army and local collaborators.

Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.

Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.

Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.

Explain the origins and purpose of ghettos in Europe.

Students will trace the use of ghettos in Europe prior to World War II.

Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.

Students will explain what ghettos were in context of World War II and Nazi ideology.

Discuss life in the various ghettos.

Students will explain the origins and purpose of the Judenrat.

Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.

Students will discuss the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.

Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.

Define "partisans" and explain the role partisans played in World War II.

Students will identify countries that had partisan groups who fought the Nazis.

Students will explain the warfare tactics utilized by the resistance movements against the Nazis.

Students will recognize that not all resistance movements accepted Jews.

Examine the origins, purpose and conditions associated with various types of camps.

Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.

Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.

Students will describe various attempts at escape and forms of resistance within the camps.

Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.

Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”

Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.

Students will explain why the 6 death camps were only in Nazi-occupied Poland.

Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.

Explain the purpose of the death marches.

Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.

Describe the experience of Holocaust survivors following World War II.

Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.

Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).
Prepare original written and oral reports and presentations on specific events, people or historical eras.

Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).

Students will describe the psychological and physical struggles of Holocaust survivors.

Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.

Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.

Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.

Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).

students will discuss how members of the International community were complicit in assisting perpetrators’ escape from both Germany and justice following World War II.

Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clariﬁcations:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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<th>MA.K12.MTR.2.1:</th>
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- Complete tasks with mathematical ﬂuency.
- Mathematicians who complete tasks with mathematical ﬂuency:
  - Select efﬁcient and appropriate methods for solving problems within the given context.
  - Maintain ﬂexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with conﬁdence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efﬁciency when performing calculations.

**Clariﬁcations:**
Teachers who encourage students to complete tasks with mathematical ﬂuency:
- Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
- Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
- Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

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<th>MA.K12.MTR.3.1:</th>
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- Engage in discussions that reﬂect on the mathematical thinking of self and others.
- Mathematicians who engage in discussions that reﬂect on the mathematical thinking of self and others:
  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efﬁciency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

**Clariﬁcations:**
Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

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<th>MA.K12.MTR.4.1:</th>
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- Use patterns and structure to help understand and connect mathematical concepts.
- Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

**Clariﬁcations:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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Teachers who encourage students to assess the reasonableness of solutions:
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- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
MA.K12.MTR.7.1:

Clariﬁcations:
Teachers who encourage students to apply mathematics to real-world contexts:
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- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Clariﬁcations:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Read and comprehend grade-level complex texts profiﬁently.

ELA.K12.EE.3.1:

Clariﬁcations:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Make inferences to support comprehension.

ELA.K12.EE.4.1:

Clariﬁcations:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1:

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use the accepted rules governing a speciﬁc format to create quality work.

ELA.K12.EE.6.1:

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Use appropriate voice and tone when speaking or writing.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

General Course Information and Notes

VERSION DESCRIPTION

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews. Students will explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany. Students will analyze the circumstances from the end of the First World War, the effects of the Treaty of Versailles, the duration of the Weimar Republic and Hitler’s rise to and consolidation of power. Students will explore the pseudoscientific and eugenic roots of Nazi ideology, the development of anti-Jewish policies and the Nazi propaganda campaign.

Content will include, but is not limited to, understanding Jewish history, an investigation of human behavior in the lead up and duration of the Holocaust, the Nazi creation of ghettos for European Jews, experiences of Jews in hiding, deportations to concentration/death camps and the eventual liberation or liquidation of the camps. There will be an examination of historical and modern-day antisemitism in all its forms, and the understanding of the ramifications of antisemitism. This course will also emphasize the resilience of the Jewish people.
Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, more complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf.

GENERAL INFORMATION

Course Number: 2109440
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >
Abbreviated Title: HOLOCAUST ED HONORS
Number of Credits: One (1) credit
Course Type: Elective Course
Course Level: Draft - Course Pending Approval
Course Length: Year (Y)

Educator Certifications

History (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

**Course Number:** 2109800

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

**Abbreviated Title:** IB CONTEMP HISTORY 1

**Course Length:** Year (Y)

**Course Attributes:**
- International Baccalaureate (IB)

**Course Level:** 3

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9, 10, 11, 12

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2109805

Course Path: Section: Grades PreK to 12 Education
Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

Abbreviated Title: IB CONTEMP HISTORY 2
Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Status: Course Approved

Educator Certifications

<table>
<thead>
<tr>
<th>History (Grades 6-12)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.G.1.1</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.2.1</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions.</td>
</tr>
<tr>
<td>SS.912.G.2.2</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
</tr>
<tr>
<td>SS.912.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.4</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.5</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.3</td>
<td>Relate works in the arts to various cultures.</td>
</tr>
<tr>
<td>SS.912.H.3.1</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.W.1.1</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Compare time measurement systems used by different cultures.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>SS.912.W.1.5</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.2.1</td>
<td>Locate the extent of Byzantine territory at the height of the empire.</td>
</tr>
<tr>
<td>SS.912.W.2.2</td>
<td>Describe the impact of Constantine the Great's establishment of &quot;New Rome&quot; (Constantinople) and his recognition of Christianity as a legal religion.</td>
</tr>
<tr>
<td>SS.912.W.2.3</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.</td>
</tr>
<tr>
<td>SS.912.W.2.4</td>
<td>Identify key figures associated with the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.5</td>
<td>Explain the contributions of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.6</td>
<td>Describe the causes and effects of the Iconodast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</td>
</tr>
<tr>
<td>SS.912.W.2.7</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.8</td>
<td>Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.</td>
</tr>
<tr>
<td>SS.912.W.2.9</td>
<td>Analyze the impact of the collapse of the Western Roman Empire on Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.10</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
</tr>
<tr>
<td>SS.912.W.2.11</td>
<td>Describe the rise and achievements of significant rulers in medieval Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.12</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
</tr>
<tr>
<td>SS.912.W.2.13</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.15</td>
<td>Determine the factors that contributed to the growth of a modern economy.</td>
</tr>
<tr>
<td>SS.912.W.2.16</td>
<td>Trace the growth and development of a national identity in the countries of England, France, and Spain.</td>
</tr>
<tr>
<td>SS.912.W.2.17</td>
<td>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.18</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td>SS.912.W.2.19</td>
<td>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</td>
</tr>
<tr>
<td>SS.912.W.2.20</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td>SS.912.W.2.21</td>
<td>Compare Japanese feudalism with Western European feudalism during the Middle Ages.</td>
</tr>
<tr>
<td>SS.912.W.2.22</td>
<td>Describe Japan's cultural and economic relationship to China and Korea.</td>
</tr>
<tr>
<td>SS.912.W.3.1</td>
<td>Identify key significant economic, political, and social characteristics associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2</td>
<td>Identify the factors that contributed to the growth of a modern economy.</td>
</tr>
<tr>
<td>SS.912.W.3.3</td>
<td>Trace the growth and development of a national identity in the countries of England, France, and Spain.</td>
</tr>
<tr>
<td>SS.912.W.3.4</td>
<td>Compare economic, political, and social developments in East, West, and South Africa.</td>
</tr>
<tr>
<td>SS.912.W.3.5</td>
<td>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</td>
</tr>
<tr>
<td>SS.912.W.3.6</td>
<td>Discuss significant people and beliefs associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.7</td>
<td>Describe key economic, political, and social developments in Islamic history.</td>
</tr>
<tr>
<td>SS.912.W.3.8</td>
<td>Describe the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</td>
</tr>
<tr>
<td>SS.912.W.3.9</td>
<td>Identify important figures associated with the Crusades.</td>
</tr>
<tr>
<td>SS.912.W.3.10</td>
<td>Trace the growth of major sub-Saharan African kingdoms and empires.</td>
</tr>
<tr>
<td>SS.912.W.3.11</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Mali.</td>
</tr>
<tr>
<td>SS.912.W.3.12</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</td>
</tr>
<tr>
<td>SS.912.W.3.13</td>
<td>Compare economic, political, and social developments in East, West, and South Africa.</td>
</tr>
</tbody>
</table>
Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

Locate major civilizations of Mesoamerica and Andean South America.

Describe the roles of people in the Maya, Inca, and Aztec societies.

Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.

Summarize the causes, key events, and effects of the unification of Italy and Germany.

Identify major causes of the Enlightenment.

Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

Identify the major contributions of individuals associated with the Scientific Revolution.

Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

Identify major causes of the Enlightenment.

Summarize the social and economic effects of the Industrial Revolution.

Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L'Ouverture.

Evaluate the scope and impact of the Industrial Revolution on Europe, Asia, and Africa.

Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.

Summarize the causes, key events, and effects of the unification of Italy and Germany.

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Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.

Summarize the causes, key events, and effects of the unification of Italy and Germany.
Analyze the causes and effects of imperialism.

**Clarifications:**
Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence

Identify major events in China during the 19th and early 20th centuries related to imperialism.

**Clarifications:**
Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.

Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

**Clarifications:**
Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.

Describe the changing nature of warfare during World War I.

**Clarifications:**
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

**Clarifications:**
Examples are rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

**Clarifications:**
Examples are Churchill, Roosevelt, Stalin.

Summarize significant effects of World War I.

**Clarifications:**
Examples are medical and technological advances, free market economics, expectation for standards of living.

Describe the effects of World War II.

**Clarifications:**
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

Analyze the causes and effects of post-World War II economic and demographic changes.

**Clarifications:**
Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.

Summarize key developments in post-war China.

**Clarifications:**
Examples are containment policy, Truman Doctrine, Marshall Plan, NATO, Iron Curtain, Berlin Airlift, Warsaw Pact.

Summarize significant effects of World War II.

**Clarifications:**
Examples are spring of science and technology, increase in expectations for standards of living.

Describe characteristics of the early Cold War.

**Clarifications:**
Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.

Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

**Clarifications:**
Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois ‘Papa Doc’ Duvalier, Jawaharlal Nehru.

Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

**Clarifications:**
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

**Clarifications:**
Examples are human toll, financial cost, physical destruction, emergence of the United States and Soviet Union as superpowers, creation of the United Nations.

Analyze the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

**Clarifications:**
Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.

Identify the wartime strategy and post-war plans of the Allied leaders.

**Clarifications:**
Examples are Churchill, Roosevelt, Stalin.

Summarize key developments in post-war China.

**Clarifications:**
Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.

Identify the states that emerged from the dissolution of the Ottoman Empire, the ongoing military and political conflicts between Israel and the Arab-Muslim world.

**Clarifications:**
Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.

Describe the causes and effects of post-World War II economic and demographic changes.

**Clarifications:**
Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.

Describe the causes and effects of post-World War II economic and demographic changes.

**Clarifications:**
Examples are cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

Describe cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

**Clarifications:**
Examples are prejudice, racism, stereotyping, economic competition.
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

Describe the impact of and global response to international terrorism.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.1: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.2: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.910.RH.2.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing your own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify your own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Standard Relation to Course: Supporting

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Standard Relation to Course: Supporting

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

Evaluate reports based on data. ★

Standard Relation to Course: Supporting

Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

Clariﬁcations:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clariﬁcations:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Interpret differences in shape, center, and spread in the context of the data sets,accounting for possible effects of extreme data points (outliers). ★

Clariﬁcations:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

Use the mean and standard deviation of a data set to ﬁt it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, deﬁnitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufﬁciently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

VERSION DESCRIPTION

Course Description:
The purpose of this Pre-IB course is to prepare students for the International Baccalaureate (IB) programme. As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note: Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes. https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 2109810</th>
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<tbody>
<tr>
<td>Number of Credits: One (1) credit</td>
</tr>
<tr>
<td>Course Path: Section: Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: Social Studies &gt; SubSubject: World and Eastern Hemispheric Histories &gt; Abbreviated Title: FL PRE IB WORLD HIST</td>
</tr>
<tr>
<td>Number of Credits: One (1) credit</td>
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<tr>
<td>Course Attributes: Honors</td>
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<tr>
<td>Course Level: 3</td>
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<tr>
<td>Graduation Requirement: World History</td>
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</table>
### Educator Certifications

<table>
<thead>
<tr>
<th>Certification Type</th>
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<tbody>
<tr>
<td>History (Grades 6-12)</td>
<td></td>
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<tr>
<td>Social Science (Grades 5-9)</td>
<td></td>
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<tr>
<td>Social Science (Grades 6-12)</td>
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</table>

### Equivalent Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Equivalency Start Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2109415</td>
<td>Pre-Advanced Placement World History and Geography</td>
<td>2018</td>
</tr>
</tbody>
</table>
## Course Standards

### SS.912.G.1.1:
Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

### SS.912.G.1.2:
Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

### SS.912.G.1.3:
Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

### SS.912.G.2.1:
Identify the physical characteristics and the human characteristics that define and differentiate regions.

### SS.912.G.2.2:
Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

### SS.912.G.2.3:
Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

### SS.912.G.4.1:
Interpret population growth and other demographic data for any given place.

### SS.912.G.4.2:
Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

### SS.912.G.4.3:
Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

### SS.912.G.4.7:
Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

### SS.912.G.4.9:
Use political maps to describe the change in boundaries and governments within continents over time.

### SS.912.H.1.3:
Relate works in the arts to various cultures.

### SS.912.H.3.1:
Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

### SS.912.W.1.1:
Use timelines to establish cause and effect relationships of historical events.

### SS.912.W.1.2:
Compare time measurement systems used by different cultures.

### SS.912.W.1.3:
Interpret and evaluate primary and secondary sources.

### SS.912.W.1.4:
Explain how historians use historical inquiry and other sciences to understand the past.

### SS.912.W.1.5:
Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

### SS.912.W.1.6:
Evaluate the role of history in shaping identity and character.

### SS.912.W.2.1:
Locate the extent of Byzantine territory at the height of the empire.

### SS.912.W.2.2:
Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.

### SS.912.W.2.3:
Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

### SS.912.W.2.4:
Identify key figures associated with the Byzantine Empire.

### SS.912.W.2.5:
Explain the contributions of the Byzantine Empire.

### SS.912.W.2.6:
Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

### SS.912.W.2.7:
Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

### SS.912.W.2.8:
Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
Analyze the impact of the collapse of the Western Roman Empire on Europe.

Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.

Describe the rise and achievements of significant rulers in medieval Europe.

Clarifications:
Examples are Charles Martel, Charlemagne, Otto the Great, William the Conqueror.

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Clarifications:
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

Clarifications:
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

Clarifications:
Examples are Al-Ma'mun, Avicenna, Averroes, Algebra, Al-Razi, Alhambra, The Thousand and One Nights.

Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

Clarifications:
Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

Discuss significant people and beliefs associated with Islam.

Clarifications:
Examples are the prophet Muhammad, the early caliphs, the Pillars of Islam, Islamic law, the relationship between government and religion in Islam.

Compare Japanese feudalism with Western European feudalism during the Middle Ages.

Clarifications:
Examples are the责令, the Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Clarifications:
Examples are Magna Carta, parliament, habeas corpus.

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

Clarifications:
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.

Clarifications:
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.

Clarifications:
Examples are the责令, the Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

Describe the cultural and economic relationship to China and Korea.

Clarifications:
Examples are the责令, the Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Clarifications:
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.

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Clarifications:
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Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

Clarifications:
Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.

Identify important figures associated with the Crusades.

Clarifications:
Examples are Crusades, Reconquista.

Trace the growth of major sub-Saharan African kingdoms and empires.

Clarifications:
Examples are Ghana, Mali, Songhai.

Identify key significant economic, political, and social characteristics of Ghana.

Clarifications:
Examples are salt and gold trade, taxation system, gold monopoly, matrilineal inheritance, griots, ancestral worship, rise of Islam, slavery.

Identify key figures and significant economic, political, and social characteristics associated with Mali.

Clarifications:
Examples are Sundiata, Epic of Sundiata, Mansa Musa, Ibn Battuta, gold mining and salt trade, slavery.

Identify key figures and significant economic, political, and social characteristics associated with Songhai.

Clarifications:
Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure.

Compare economic, political, and social developments in East, West, and South Africa.
<table>
<thead>
<tr>
<th>Item</th>
<th>Clarifications</th>
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<tbody>
<tr>
<td>An analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.</td>
<td>Examples are class structure, family life, warfare, religious beliefs and practices, slavery.</td>
</tr>
<tr>
<td>Locate major civilizations of Mesoamerica and Andean South America.</td>
<td>Examples are Maya, Aztec, Inca.</td>
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<tr>
<td>Describe the roles of people in the Maya, Inca, and Aztec societies.</td>
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<tr>
<td>Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</td>
<td>Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.</td>
</tr>
<tr>
<td>Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.</td>
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<tr>
<td>Identify major artistic, literary, and technological contributions of individuals during the Renaissance.</td>
<td>Examples are Petrarch, Brunelleschi, Giotto, the Medici Family, Michelangelo, Leonardo da Vinci, Erasmus, Thomas More, Machiavelli, Shakespeare, Gutenberg, El Greco, Artemisia Gentileschi, Van Eyck.</td>
</tr>
<tr>
<td>Identify characteristics of Renaissance humanism in works of art.</td>
<td>Examples are influence of classics, School of Athens.</td>
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<tr>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
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<tr>
<td>Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.</td>
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<tr>
<td>Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.</td>
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<tr>
<td>Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.</td>
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<tr>
<td>Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.</td>
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<tr>
<td>Identify the major contributions of individuals associated with the Scientific Revolution.</td>
<td>Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.</td>
</tr>
<tr>
<td>Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.</td>
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<td>Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.</td>
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<td>Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.</td>
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<tr>
<td>Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.</td>
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<tr>
<td>Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.</td>
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<tr>
<td>Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.</td>
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<td>Identify major causes of the Enlightenment.</td>
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<tr>
<td>Summarize the major ideas of Enlightenment philosophers.</td>
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<tr>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
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<tr>
<td>Analyze the extent to which the Enlightenment impacted the American and French Revolutions.</td>
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<tr>
<td>Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.</td>
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<tr>
<td>Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L’Ouverture.</td>
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<tr>
<td>Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.</td>
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<tr>
<td>Summarize the social and economic effects of the Industrial Revolution.</td>
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<tr>
<td>Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism.</td>
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<tr>
<td>Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.</td>
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<tr>
<td>Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.</td>
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<td>Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women’s rights, labor laws.</td>
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<tr>
<td>Summarize the causes, key events, and effects of the unification of Italy and Germany.</td>
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<tr>
<td>SS.912.W.6.6:</td>
<td>Analyze the causes and effects of imperialism.</td>
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<tr>
<td>SS.912.W.6.7:</td>
<td>Identify major events in China during the 19th and early 20th centuries related to imperialism.</td>
</tr>
<tr>
<td>SS.912.W.6.8:</td>
<td>Clarifications: Examples are social impact on indigenous peoples, the Crimean War, development of the Suez Canal, Spheres of Influence.</td>
</tr>
<tr>
<td>SS.912.W.6.9:</td>
<td>Clarifications: Examples are Western incursions, Opium Wars, Taiping and Boxer Rebellions, nationalist revolution.</td>
</tr>
<tr>
<td>SS.912.W.7.1:</td>
<td>Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</td>
</tr>
<tr>
<td>SS.912.W.7.2:</td>
<td>Clarifications: Examples are the impact of industrialization, use of total war, trench warfare, destruction of the physical landscape and human life.</td>
</tr>
<tr>
<td>SS.912.W.7.3:</td>
<td>Summarize significant effects of World War I.</td>
</tr>
<tr>
<td>SS.912.W.7.4:</td>
<td>Clarifications: Examples are collapse of the Romanov dynasty, creation of the Weimar Republic, dissolution of the German, Russian, Austro-Hungarian and Ottoman empires, Armenian Genocide, Balfour Declaration, Treaty of Versailles.</td>
</tr>
<tr>
<td>SS.912.W.7.5:</td>
<td>Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</td>
</tr>
<tr>
<td>SS.912.W.7.6:</td>
<td>Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.</td>
</tr>
<tr>
<td>SS.912.W.7.7:</td>
<td>Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</td>
</tr>
<tr>
<td>SS.912.W.7.8:</td>
<td>Trace the causes and key events related to World War II.</td>
</tr>
<tr>
<td>SS.912.W.7.10:</td>
<td>Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.</td>
</tr>
<tr>
<td>SS.912.W.7.11:</td>
<td>Describe the effects of World War II.</td>
</tr>
<tr>
<td>SS.912.W.8.1:</td>
<td>Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.</td>
</tr>
<tr>
<td>SS.912.W.8.3:</td>
<td>Summarize key developments in post-war China.</td>
</tr>
<tr>
<td>SS.912.W.8.4:</td>
<td>Clarifications: Examples are Chinese Civil War, communist victory, Great Leap Forward, Cultural Revolution, China's subsequent rise as a world power.</td>
</tr>
<tr>
<td>SS.912.W.8.5:</td>
<td>Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.</td>
</tr>
<tr>
<td>SS.912.W.8.6:</td>
<td>Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.</td>
</tr>
<tr>
<td>SS.912.W.8.7:</td>
<td>Clarifications: Examples are the arms race, Soviet invasion of Afghanistan, growing internal resistance to communism, perestroika and glasnost, United States influence.</td>
</tr>
<tr>
<td>SS.912.W.8.8:</td>
<td>Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.</td>
</tr>
<tr>
<td>SS.912.W.8.10:</td>
<td>Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.</td>
</tr>
<tr>
<td>SS.912.W.9.1:</td>
<td>Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.</td>
</tr>
<tr>
<td>SS.912.W.9.3:</td>
<td>Describe the causes and effects of post-World War II economic and demographic changes.</td>
</tr>
<tr>
<td>SS.912.W.9.4:</td>
<td>Clarifications: Examples are medical and technological advances, free market economics, increased consumption of natural resources and goods, rise in expectations for standards of living.</td>
</tr>
<tr>
<td>SS.912.W.9.5:</td>
<td>Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.</td>
</tr>
<tr>
<td>SS.912.W.9.6:</td>
<td>Clarifications: Examples are prejudice, racism, stereotyping, economic competition.</td>
</tr>
<tr>
<td>SS.912.W.9.4</td>
<td>Describe the causes and effects of twentieth century nationalist conflicts.</td>
</tr>
<tr>
<td>SS.912.W.9.5</td>
<td>Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.</td>
</tr>
<tr>
<td>SS.912.W.9.6</td>
<td>Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.</td>
</tr>
<tr>
<td>SS.912.W.9.7</td>
<td>Describe the impact of and global response to international terrorism.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Examples are Cyprus, Kashmir, Tibet, Northern Ireland.
- Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- Describe the impact of and global response to international terrorism.

<table>
<thead>
<tr>
<th>Mathematics who participate in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze the problem in a way that makes sense given the task.</td>
</tr>
<tr>
<td>- Ask questions that will help with solving the task.</td>
</tr>
<tr>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
</tr>
<tr>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
</tr>
<tr>
<td>- Help and support each other when attempting a new method or approach.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners. |
  - Foster perseverance in students by choosing tasks that are challenging. |
  - Develop students’ ability to analyze and problem solve. |
  - Recognize students’ effort when solving challenging problems. |

<table>
<thead>
<tr>
<th>Mathematics who demonstrate understanding by representing problems in multiple ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations. |
  - Provide opportunities for students to use manipulatives when investigating concepts. |
  - Guide students from concrete to pictorial to abstract representations as understanding progresses. |
  - Show students that various representations can have different purposes and can be useful in different situations. |

<table>
<thead>
<tr>
<th>Mathematics who complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
</tr>
<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
</tr>
<tr>
<td>- Complete tasks accurately and with confidence.</td>
</tr>
<tr>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. |
  - Offer multiple opportunities for students to practice efficient and generalizable methods. |
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

<table>
<thead>
<tr>
<th>Mathematics who engage in discussions that reflect on the mathematical thinking of self and others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
</tr>
<tr>
<td>- Analyze the mathematical thinking of others.</td>
</tr>
<tr>
<td>- Compare the efficiency of a method to those expressed by others.</td>
</tr>
<tr>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
</tr>
<tr>
<td>- Justify results by explaining methods and processes.</td>
</tr>
<tr>
<td>- Construct possible arguments based on evidence.</td>
</tr>
</tbody>
</table>

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. |
  - Create opportunities for students to discuss their thinking with peers. |
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. |
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers. |

<table>
<thead>
<tr>
<th>Mathematics who use patterns and structure to help understand and connect mathematical concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
</tr>
<tr>
<td>- Decompose a complex problem into manageable parts.</td>
</tr>
<tr>
<td>- Relate previously learned concepts to new concepts.</td>
</tr>
<tr>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>
### Clarifications:

**Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:**
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**MA.K12.MTR.6.1:**

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**

Read and comprehend grade-level complex texts proficiently.

**ELA.K12.EE.2.1:**

- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:**

Make inferences to support comprehension.

**ELA.K12.EE.3.1:**

- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**ELA.K12.EE.4.1:**

- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**

Use the accepted rules governing a specific format to create quality work.

**ELA.K12.EE.5.1:**

- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.5.1:**

- Use appropriate voice and tone when speaking or writing.
The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**General Course Information and Notes**

**VERSION DESCRIPTION**

**Course Description:**

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**GENERAL NOTES**

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib

Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
**Educator Certifications**

<table>
<thead>
<tr>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>

**Equivalent Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade Level(s)</th>
<th>Graduation Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2109415</td>
<td>Pre-Advanced Placement World History and Geography</td>
<td>9,10</td>
<td>World History</td>
</tr>
</tbody>
</table>

Course Status: State Board Approved

Grade Level(s): 9,10

Graduation Requirement: World History
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.G.1.1</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.2</td>
<td>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</td>
</tr>
<tr>
<td>SS.912.G.1.3</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.2.1</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
</tr>
<tr>
<td>SS.912.G.2.2</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</td>
</tr>
<tr>
<td>SS.912.G.2.3</td>
<td>Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
</tr>
<tr>
<td>SS.912.G.4.1</td>
<td>Interpret population growth and other demographic data for any given place.</td>
</tr>
<tr>
<td>SS.912.G.4.2</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td>SS.912.G.4.3</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
</tr>
<tr>
<td>SS.912.G.4.4</td>
<td>Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</td>
</tr>
<tr>
<td>SS.912.G.4.9</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
</tr>
<tr>
<td>SS.912.H.1.3</td>
<td>Relate works in the arts to various cultures. <strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.H.3.1</td>
<td>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</td>
</tr>
<tr>
<td>SS.912.HE.1.1</td>
<td>Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. Students will explain why the Holocaust is history's most extreme example of antisemitism.</td>
</tr>
<tr>
<td>SS.912.W.1.1</td>
<td>Use timelines to establish cause and effect relationships of historical events.</td>
</tr>
<tr>
<td>SS.912.W.1.2</td>
<td>Interpret and evaluate primary and secondary sources. <strong>Clarifications:</strong> Examples are Chinese, Gregorian, and Islamic calendars, dynastic periods, decade, century, era.</td>
</tr>
<tr>
<td>SS.912.W.1.3</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past. <strong>Clarifications:</strong> Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.4</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
</tr>
<tr>
<td>SS.912.W.1.5</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.1.6</td>
<td>Locate the extent of Byzantine territory at the height of the empire.</td>
</tr>
<tr>
<td>SS.912.W.2.1</td>
<td>Describe the impact of Constantine the Great's establishment of &quot;New Rome&quot; (Constantinople) and his recognition of Christianity as a legal religion.</td>
</tr>
<tr>
<td>SS.912.W.2.2</td>
<td>Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure. Identify key figures associated with the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinian the Great, Theodora, Belisarius, John of Damascus, Anna Comnena, Cyril and Methodius.</td>
</tr>
<tr>
<td>SS.912.W.2.3</td>
<td>Explain the contributions of the Byzantine Empire. <strong>Clarifications:</strong> Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.4</td>
<td>Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SS.912.W.2.7:</td>
<td>Analyze causes (Justinian's Plague, ongoing attacks from the &quot;barbarians,&quot; the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.</td>
</tr>
<tr>
<td>SS.912.W.2.8:</td>
<td>Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.</td>
</tr>
<tr>
<td>SS.912.W.2.9:</td>
<td>Analyze the impact of the collapse of the Western Roman Empire on Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.10:</td>
<td>Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.</td>
</tr>
<tr>
<td>SS.912.W.2.11:</td>
<td>Describe the rise and achievements of significant rulers in medieval Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.12:</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
</tr>
<tr>
<td>SS.912.W.2.13:</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.15:</td>
<td>Determine the factors that contributed to the growth of a modern economy.</td>
</tr>
<tr>
<td>SS.912.W.2.17:</td>
<td>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</td>
</tr>
<tr>
<td>SS.912.W.2.18:</td>
<td>Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.</td>
</tr>
<tr>
<td>SS.912.W.2.19:</td>
<td>Describe the impact of Japan's physiography on its economic and political development.</td>
</tr>
<tr>
<td>SS.912.W.2.20:</td>
<td>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</td>
</tr>
<tr>
<td>SS.912.W.2.21:</td>
<td>Compare Japanese feudalism with Western European feudalism during the Middle Ages.</td>
</tr>
<tr>
<td>SS.912.W.3.1:</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.2:</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
</tr>
<tr>
<td>SS.912.W.3.3:</td>
<td>Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.</td>
</tr>
<tr>
<td>SS.912.W.3.4:</td>
<td>Describe the expansion of Islam into India and the relationship between Muslims and Hindus.</td>
</tr>
<tr>
<td>SS.912.W.3.5:</td>
<td>Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.</td>
</tr>
<tr>
<td>SS.912.W.3.6:</td>
<td>Describe key economic, political, and social developments in Islamic history.</td>
</tr>
<tr>
<td>SS.912.W.3.7:</td>
<td>Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.</td>
</tr>
<tr>
<td>SS.912.W.3.8:</td>
<td>Identify important figures associated with the Crusades.</td>
</tr>
<tr>
<td>SS.912.W.3.9:</td>
<td>Trace the growth of major sub-Saharan African kingdoms and empires.</td>
</tr>
<tr>
<td>SS.912.W.3.10:</td>
<td>Identify key significant economic, political, and social characteristics of Ghana.</td>
</tr>
<tr>
<td>SS.912.W.3.11:</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Mali.</td>
</tr>
<tr>
<td>SS.912.W.3.12:</td>
<td>Identify key figures and significant economic, political, and social characteristics associated with Songhai.</td>
</tr>
</tbody>
</table>
| SS.912.W.3.12: | Clarifications: 
Examples are Sunni Ali, Askia Mohammad the Great, gold, salt trade, cowries as a medium of exchange, Sankore University, slavery, professional army, provincial political structure. |
| SS.912.W.3.14: | Clarifications: 
Examples are disruption of trade, internal political struggles, Islamic invasions. |
| SS.912.W.3.15: | Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations. |
| SS.912.W.3.16: | Clarifications: 
Examples are Maya, Aztec, Inca. |
| SS.912.W.3.17: | Describe the roles of people in the Maya, Inca, and Aztec societies. |
| SS.912.W.3.18: | Clarifications: 
Examples are class structure, family life, warfare, religious beliefs and practices, slavery. |
| SS.912.W.3.19: | Determine the impact of significant Meso and South American rulers such as Pacal the Great, Montezuma I, and Huayna Capac. |
| SS.912.W.4.1: | Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice). |
| SS.912.W.4.2: | Clarifications: 
Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government. |
| SS.912.W.4.3: | Identify the major artistic, literary, and technological contributions of individuals during the Renaissance. |
| SS.912.W.4.4: | Clarifications: 
Examples are influence of classics, School of Athens. |
| SS.912.W.4.5: | Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution. |
| SS.912.W.4.6: | Clarifications: 
Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius. |
| SS.912.W.4.7: | Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers. |
| SS.912.W.4.8: | Clarifications: 
Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, expansion of capitalism. |
| SS.912.W.5.1: | Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia. |
| SS.912.W.5.2: | Identify major causes of the Enlightenment. |
| SS.912.W.5.3: | Clarifications: 
Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism. |
| SS.912.W.5.4: | Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world. |
| SS.912.W.5.5: | Analyze the extent to which the Enlightenment impacted the American and French Revolutions. |
| SS.912.W.5.6: | Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon. |
| SS.912.W.5.7: | Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan. |
| SS.912.W.6.1: | Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx. |
| SS.912.W.6.2: | Clarifications: 
Examples are urbanization, increased productivity and wealth, rise of the middle class, conditions faced by workers, rise of labor unions, expansion of colonialism. |
| SS.912.W.6.3: | Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, and Russia. |
| SS.912.W.6.4: | Summarize the causes, key events, and effects of the unification of Italy and Germany. |
| SS.912.W.6.5: | Summarize the causes, key events, and effects of the unification of Italy and Germany. |
| SS.912.W.6.6: | Analyze the causes and effects of imperialism. |
| SS.912.W.6.7: | Identify major events in China during the 19th and early 20th centuries related to imperialism. |
| SS.912.W.7.1: | Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism. |
| SS.912.W.7.2: | Describe the changing nature of warfare during World War I. |
| SS.912.W.7.3: | Summarize significant effects of World War I. |
| SS.912.W.7.4: | Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression. |
| SS.912.W.7.5: | Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco. |
| SS.912.W.7.6: | Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. |
| SS.912.W.7.7: | Trace the causes and key events related to World War II. |
| SS.912.W.7.8: | Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims. |
| SS.912.W.7.9: | Identify the wartime strategy and post-war plans of the Allied leaders. |
| SS.912.W.7.10: | Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan. |
| SS.912.W.7.11: | Describe the effects of World War II. |
| SS.912.W.8.1: | Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics. |
| SS.912.W.8.2: | Describe characteristics of the early Cold War. |
| SS.912.W.8.3: | Summarize key developments in post-war China. |
| SS.912.W.8.4: | Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East. |
| SS.912.W.8.5: | Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe. |
| SS.912.W.8.6: | Explore the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world. |
| SS.912.W.8.7: | Compare post-war independence movements in African, Asian, and Caribbean countries. |
| SS.912.W.8.8: | Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. |
| SS.912.W.8.9: | Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. |
| SS.912.W.8.10: | Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. |
| SS.912.W.9.1: | Describe the causes and effects of post-World War II economic and demographic changes. |
| SS.912.W.9.2: | Describe the causes and effects of post-World War II economic and demographic changes. |
### SS.912.W.9.3:
Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

**Clarifications:**
Examples are prejudice, racism, stereotyping, economic competition.

### SS.912.W.9.4:
Describe the causes and effects of twentieth century nationalist conflicts.

**Clarifications:**
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

### SS.912.W.9.5:
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

### SS.912.W.9.6:
Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

### SS.912.W.9.7:
Describe the impact of and global response to international terrorism.

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### MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:
Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
MA.K12.MTR.5.1:
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Use models and methods to understand, represent and solve problems.
- Connect mathematical concepts to everyday experiences.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:
- Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:
- Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:
- Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:
- Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they...
must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.912.C.2.4:
Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clarifications:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

VERSION DESCRIPTION

Course Description:
The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

GENERAL NOTES

Special Note. Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes. https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib. Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmedia.prod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 2109810

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies
SubSubject: World and Eastern Hemispheric
Histories
Abbreviated Title: FL PRE IB WORLD HIST
<table>
<thead>
<tr>
<th>Educator Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (Grades 6-12)</td>
</tr>
<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>

**Equivalent Courses**

<table>
<thead>
<tr>
<th>2109415-Pre-Advanced Placement World History and Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalency start year: 2018</td>
</tr>
</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2109820

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

Abbreviated Title: IB HISTORY OF EUROPE

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (Grades 6-12)</td>
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<tr>
<td>Social Science (Grades 5-9)</td>
</tr>
<tr>
<td>Social Science (Grades 6-12)</td>
</tr>
</tbody>
</table>
General Course Information and Notes

GENERAL NOTES

The curriculum description for this IB course is provided at http://www.ibo.org/en/programmes/.

GENERAL INFORMATION

Course Number: 2109830

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: World and Eastern Hemispheric Histories >

Abbreviated Title: IB MYP WRLD HIST

Course Length: Year (Y)

Course Attributes:
- International Baccalaureate (IB)

Course Level: 3

Number of Credits: One (1) credit

Course Attributes: International Baccalaureate (IB)

Graduation Requirement: World History

Educator Certifications

- Social Science (Grades 5-9)
- History (Grades 6-12)
- Social Science (Grades 6-12)

Equivalent Courses

2109415-Pre-Advanced Placement World History and Geography

Equivalency start year: 2018
### Course Standards

<table>
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<tr>
<th>Name</th>
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</table>

#### SS.912.A.7.11:
Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

**Clarifications:**
Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

#### SS.912.A.7.12:
Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

**Clarifications:**
Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

#### SS.912.A.7.14:
Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

#### SS.912.A.7.15:
Analyze the effects of foreign and domestic terrorism on the American people.

**Clarifications:**
Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

#### SS.912.A.7.16:
Examine changes in immigration policy and attitudes toward immigration since 1950.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

#### SS.912.A.7.17:
Examine key events and key people in Florida history as they relate to United States history.

**Clarifications:**
Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

#### SS.912.C.2.2:
Evaluate the importance of political participation and civic participation.

**Clarifications:**
Experience the responsibilities of citizens at the local, state, or federal levels.

#### SS.912.C.2.3:
Evaluate the importance of political participation and civic participation.

**Clarifications:**
Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

#### SS.912.C.2.4:
Experience the responsibilities of citizens at the local, state, or federal levels.

**Clarifications:**
Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

#### SS.912.C.2.10:
Monitor current public issues in Florida.

**Clarifications:**
Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

#### SS.912.C.2.12:
Analyse the changing roles of television, radio, press, and Internet in political communication.

**Clarifications:**
Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

#### SS.912.C.2.13:
Explain how the world's nations are governed differently.

**Clarifications:**
Explain the changing roles of television, radio, press, and Internet in political communication.

#### SS.912.C.4.1:
Explain how the world's nations are governed differently.

**Clarifications:**
Examples include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.
| SS.912.C.4.2 | Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. |
| SS.912.C.4.3 | Assess human rights policies of the United States and other countries. |
| SS.912.C.4.4 | Compare indicators of democratization in multiple countries. |
| SS.912.E.2.2 | Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives. |
| SS.912.E.3.5 | Compare the current United States economy with other developed and developing nations. |
| SS.912.G.1.1 | Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions. |
| SS.912.G.1.2 | Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. |
| SS.912.G.1.3 | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4 | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. |
| SS.912.G.2.1 | Identify the physical characteristics and the human characteristics that define and differentiate regions. |
| SS.912.G.2.2 | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |
| SS.912.G.2.3 | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. |
| SS.912.G.4.1 | Interpret population growth and other demographic data for any given place. |
| SS.912.G.4.2 | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SS.912.G.4.3 | Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. |
| SS.912.G.4.4 | Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world. |
| SS.912.G.4.5 | Use political maps to describe the change in boundaries and governments within continents over time. |
| SS.912.H.1.4 | Explain philosophical beliefs as they relate to works in the arts. |
| SS.912.H.3.1 | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.H.3.2 | Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. |
| SS.912.W.1.1 | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.2 | Compare time measurement systems used by different cultures. |
| SS.912.W.1.3 | Interpret and evaluate primary and secondary sources. |
| SS.912.W.1.4 | Explain how historians use historical inquiry and other sciences to understand the past. |
| SS.912.W.1.5 | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |
| SS.912.W.1.6 | Evaluate the role of history in shaping identity and character. |
| SS.912.W.3.1 | Discuss significant people and beliefs associated with Islam. |
| SS.912.W.3.2 | Compare the major beliefs and principles of Judaism, Christianity, and Islam. |
| SS.912.W.6.4 | Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. |
| SS.912.W.6.7 | Compare post-war independence movements in African, Asian, and Caribbean countries. |
| SS.912.W.8.9 | Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. |
| SS.912.W.10 | Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. |
### SS.912.W.9.1:
Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

**Clarifications:**
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

### SS.912.W.9.3:
Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

**Clarifications:**
Examples are prejudice, racism, stereotyping, economic competition.

### SS.912.W.9.4:
Describe the causes and effects of twentieth century nationalist conflicts.

**Clarifications:**
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

### SS.912.W.9.5:
Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

### SS.912.W.9.6:
Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

### SS.912.W.9.7:
Describe the impact of and global response to international terrorism.

### LAFS.910.RH.1.1:
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### LAFS.910.RH.1.2:
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### LAFS.910.RH.1.3:
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### LAFS.910.RH.2.4:
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

### LAFS.910.RH.2.5:
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

### LAFS.910.RH.2.6:
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### LAFS.910.RH.3.7:
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

### LAFS.910.RH.3.8:
Assess the extent to which the reasoning and evidence in a text support the author's claims.

### LAFS.910.RH.3.9:
Compare and contrast treatments of the same topic in several primary and secondary sources.

### LAFS.910.RH.4.10:
By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Examples are:**
- Iranian Revolution,
- Mujahideen in Afghanistan,
- Persian Gulf War.

### SS.912.W.9.1:
Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

**Clarifications:**
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

**Examples are:**
- Iranian Revolution,
- Mujahideen in Afghanistan,
- Persian Gulf War.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Mathematically proficient students are sufficiently familiar with tools available in their discipline to make informed decisions about when each tool might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other tools.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They understand and use stated assumptions, definitions, and previously established results in constructing arguments.

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Mathematically proficient students analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They understand and use stated assumptions, definitions, and previously established results in constructing arguments.
mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**MAFS.K12.MP.6.1:** Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.912.C2.4:** Clarifications:

- Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

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**General Course Information and Notes**

**GENERAL NOTES**

**Anthropology Honors** - The grade 9-12 Anthropology Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level quantitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

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**GENERAL INFORMATION**

**Course Number:** 2120710

**Number of Credits:** Half credit (.5)

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### Educator Certifications

<table>
<thead>
<tr>
<th>Social Science (Grades 6-12)</th>
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</table>

**Course Attributes:**
- Honors

<table>
<thead>
<tr>
<th>Course Type:</th>
<th>Elective Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Status:</td>
<td>Course Approved</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Course Level:</td>
<td>3</td>
</tr>
<tr>
<td>Course Status:</td>
<td>Course Approved</td>
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</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.7.11:</td>
<td>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.12:</td>
<td>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</td>
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<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</td>
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<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, NAFTA, World Trade Organization.</td>
</tr>
<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</td>
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<tr>
<td></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.A.7.16:</td>
<td>Examine changes in immigration policy and attitudes toward immigration since 1950.</td>
</tr>
<tr>
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<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.7.17:</td>
<td>Examine key events and key people in Florida history as they relate to United States history.</td>
</tr>
<tr>
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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</td>
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<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<td><strong>Clarifications:</strong> Experience the responsibilities of citizens at the local, state, or federal levels.</td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</td>
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<tr>
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<td><strong>Clarifications:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
</tr>
<tr>
<td>SS.912.C.2.4:</td>
<td>Monitor current public issues in Florida.</td>
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<td></td>
<td><strong>Clarifications:</strong> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
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<td>SS.912.C.2.10:</td>
<td>Explain how the world's nations are governed differently.</td>
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<td><strong>Clarifications:</strong> Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.2.12:</td>
<td>Explain the changing roles of television, radio, press, and Internet in political communication.</td>
</tr>
<tr>
<td>SS.912.C.2.13:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
<tr>
<td></td>
<td><strong>Clarifications:</strong> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</td>
</tr>
</tbody>
</table>
SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.C.4.4: Compare indicators of democratization in multiple countries.

SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.5: Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.2.1: Compare time measurement systems used by different cultures.

SS.912.W.1.2: Interpret and evaluate primary and secondary sources.

SS.912.W.1.3: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.4: Clarifications: Examples are archaeology, economics, geography, forensic chemistry, political science, physics.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.6.5: Clarifications: Examples are the Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.9: Compare post-war independence movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
### Assess the social and economic impact of pandemics on a global scale.

#### SS.912.W.9.1:

**Clarifications:**
Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

### Describe the impact of and global response to international terrorism.

#### SS.912.W.9.3:

**Clarifications:**
Examples are prejudice, racism, stereotyping, economic competition.

### Describe the causes and effects of twentieth century nationalist conflicts.

#### SS.912.W.9.4:

**Clarifications:**
Examples are Cyprus, Kashmir, Tibet, Northern Ireland.

### Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

#### SS.912.W.9.6:

**Clarifications:**
Examples are Iranian Revolution, Mujahideen in Afghanistan, Persian Gulf War.

### Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

#### SS.912.W.9.7:

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

#### MA.K12.MTR.1.1:

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

#### MA.K12.MTR.2.1:

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

#### MA.K12.MTR.3.1:

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

#### MA.K12.MTR.4.1:

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

Clariﬁcations:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

Clariﬁcations:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

English language learners communicate for social and instructional purposes within the school setting.

English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Clariﬁcations:
Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

General Course Information and Notes

GENERAL NOTES

Anthropology Honors - The grade 9-12 Anthropology Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-speciﬁc questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE’s and MTR’s, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2120710

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: Social Studies >
SubSubject: Anthropology >
Abbreviated Title: ANTHRO HON

Number of Credits: Half credit (.5)

Course Length: Semester (S)
**Educator Certifications**

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<th>Social Science (Grades 6-12)</th>
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**Course Attributes:**
- Honors

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 9, 10, 11, 12
## Course Standards

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<th>Name</th>
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| **SS.912.A.7.11:** | Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.  
**Clarifications:** Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 55-56. Additional resources may be found on the FLD OE End-of-Course (EOC) Assessments webpage and the FLD OE Social Studies webpage. |
| **SS.912.A.7.12:** | Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.  
**Clarifications:** Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLD OE End-of-Course (EOC) Assessments webpage and the FLD OE Social Studies webpage. |
| **SS.912.A.7.14:** | Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).  
**Clarifications:** Examples may include, but are not limited to, NAFTA, World Trade Organization.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLD OE End-of-Course (EOC) Assessments webpage and the FLD OE Social Studies webpage. |
| **SS.912.A.7.15:** | Analyze the effects of foreign and domestic terrorism on the American people.  
**Clarifications:** Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLD OE End-of-Course (EOC) Assessments webpage and the FLD OE Social Studies webpage. |
| **SS.912.A.7.16:** | Examine changes in immigration policy and attitudes toward immigration since 1950.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLD OE End-of-Course (EOC) Assessments webpage and the FLD OE Social Studies webpage. |
| **SS.912.A.7.17:** | Examine key events and key people in Florida history as they relate to United States history.  
**Clarifications:** Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-52 and pages 57-59. Additional resources may be found on the FLD OE End-of-Course (EOC) Assessments webpage and the FLD OE Social Studies webpage. |
| **SS.912.CG.2.2:** | Explain the importance of political and civic participation to the success of the United States' constitutional republic.  
- Students will discuss various ways in which U.S. citizens can exercise political and civic participation.  
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).  
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).  
**Clarifications:** Additional resources may be found on the FLD OE Social Studies webpage. |
| **SS.912.CG.2.3:** | Explain the responsibilities of citizens at the local, state and national levels.  
- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).  
- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).  
- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).  
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.  
**Clarifications:** Additional resources may be found on the FLD OE Social Studies webpage. |

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**Note**: Additional resources may be found on the FLD OE Social Studies webpage.
Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
- Students will compare the reporting on the same political event or issue from multiple perspectives.
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

SS.912.CG.2.12: Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
- Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.
- Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.
- Students will analyze public policy solutions related to local, state and national issues.

Analyze the influence and effects of various forms of media and the internet in political communication.

SS.912.CG.2.13: Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

SS.912.CG.4.1: Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy, republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

Explain how the United States uses foreign policy to influence other nations.

SS.912.CG.4.2: Students will explain how the policies of other nations influence U.S. policy and society.
- Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).
- Students will explain the advantages and disadvantages of nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).
- Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).
- Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).
- Students will explain the U.S. response to international conflicts.

SS.912.CG.4.3: Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

Identify indicators of democratization in foreign countries.

SS.912.CG.4.4: Students will recognize democratization as a system of free and fair elections, active civil participation, the protection of human rights, and the rule of law.

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

SS.912.E.2.2: Compare the current United States economy with other developed and developing nations.

Clarifications:
- Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
- Examples are standard of living, exchange rates, productivity, gross domestic product.
- Examples are thematic, contour, and dot-density.
- Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.
- Examples are desertification, global warming, cataclysmic natural disasters.
| SS.912.G.4.9 | Use political maps to describe the change in boundaries and governments within continents over time. |
| SS.912.H.1.4 | Explain philosophical beliefs as they relate to works in the arts. |
| SS.912.H.3.1 | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.H.3.2 | Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of art within a culture. |
| SS.912.W.1.1 | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.2 | Compare time measurement systems used by different cultures. |
| SS.912.W.1.3 | Interpret and evaluate primary and secondary sources. |
| SS.912.W.1.4 | Explain how historians use historical inquiry and other sciences to understand the past. |
| SS.912.W.1.5 | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). |
| SS.912.W.1.6 | Evaluate the role of history in shaping identity and character. |
| SS.912.W.3.1 | Discuss significant people and beliefs associated with Islam. |
| SS.912.W.3.2 | Compare the major beliefs and principles of Judaism, Christianity, and Islam. |
| SS.912.W.6.4 | Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America. |
| SS.912.W.8.7 | Compare post-war independence movements in African, Asian, and Caribbean countries. |
| SS.912.W.8.9 | Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America. |
| SS.912.W.8.10 | Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life. |
| SS.912.W.9.1 | Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them. |
| SS.912.W.9.3 | Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades. |
| SS.912.W.9.4 | Analyze the causes and effects of twentieth century nationalist conflicts. |
| SS.912.W.9.5 | Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world. |
| SS.912.W.9.6 | Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries. |
| SS.912.W.9.7 | Describe the impact of and global response to international terrorism. |

### Clarifications:
- **Mathematicians who demonstrate understanding by representing problems in multiple ways:**
  - Demonstrate understanding by representing problems in multiple ways.
| MA.K12.MTR.2.1: | Build understanding through modeling and using manipulatives. |
|               | Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. |
|               | Progress from modeling problems with objects and drawings to using algorithms and equations. |
|               | Express connections between concepts and representations. |
|               | Choose a representation based on the given context or purpose. |
| Clarifications: | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: |
|               | Help students make connections between concepts and representations. |
|               | Provide opportunities for students to use manipulatives when investigating concepts. |
|               | Guide students from concrete to pictorial to abstract representations as understanding progresses. |
|               | Show students that various representations can have different purposes and can be useful in different situations. |

| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency. |
| Mathematicians who complete tasks with mathematical fluency: |
|               | Select efficient and appropriate methods for solving problems within the given context. |
|               | Maintain flexibility and accuracy while performing procedures and mental calculations. |
|               | Complete tasks accurately and with confidence. |
|               | Adapt procedures to apply them to a new context. |
|               | Use feedback to improve efficiency when performing calculations. |
| Clarifications: | Teachers who encourage students to complete tasks with mathematical fluency: |
|               | Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. |
|               | Offer multiple opportunities for students to practice efficient and generalizable methods. |
|               | Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others. |
| Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: |
|               | Communicate mathematical ideas, vocabulary and methods effectively. |
|               | Analyze the mathematical thinking of others. |
|               | Compare the efficiency of a method to those expressed by others. |
|               | Recognize errors and suggest how to correctly solve the task. |
|               | Justify results by explaining methods and processes. |
|               | Construct possible arguments based on evidence. |
| Clarifications: | Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: |
|               | Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. |
|               | Create opportunities for students to discuss their thinking with peers. |
|               | Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. |
|               | Develop students' ability to justify methods and compare their responses to the responses of their peers. |

| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts. |
| Mathematicians who use patterns and structure to help understand and connect mathematical concepts: |
|               | Focus on relevant details within a problem. |
|               | Create plans and procedures to logically order events, steps or ideas to solve problems. |
|               | Decompose a complex problem into manageable parts. |
|               | Relate previously learned concepts to new concepts. |
|               | Look for similarities among problems. |
|               | Connect solutions of problems to more complicated large-scale situations. |
| Clarifications: | Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: |
|               | Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. |
|               | Support students to develop generalizations based on the similarities found among problems. |
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|               | Reinforce that students check their work as they progress within and after a task. |
|               | Strengthen students' ability to verify solutions through justifications. |

| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts. |
| Mathematicians who apply mathematics to real-world contexts: |
### General Course Information and Notes

**GENERAL NOTES**

**Anthropology Honors** - The grade 9-12 Anthropology Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

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Educator Certifications

Social Science (Grades 6-12)

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

GENERAL INFORMATION

Course Number: 2120710
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies >
SubSubject: Anthropology >
Abbreviated Title: ANTHRO HON
Number of Credits: Half credit (.5)
Course Length: Semester (S)
Course Attributes:
- Honors
Course Level: 3

Grade Level(s): 9,10,11,12
## Course Standards

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| SS.912.A.1.2 | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3 | Utilize timelines to identify the time sequence of historical data.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.4 | Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.5 | Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  
**Clarifications:**  
Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at:  
| SS.912.A.1.6 | Use case studies to explore social, political, legal, and economic relationships in history.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.7 | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.3.10 | Review different economic and philosophic ideologies.  
**Clarifications:**  
Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLOE End-of-Course (EOC) Assessments webpage and the FLOE Social Studies webpage. |
| SS.912.C.1.1 | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.C.1.2 | Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.C.1.5 | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.G.2.1 | Identify the physical characteristics and the human characteristics that define and differentiate regions.  
**Clarifications:**  
Examples of physical characteristics are climate, terrain, resources.  
Examples of human characteristics are religion, government, economy, demography.  
| SS.912.G.2.2 | Describe the factors and processes that contribute to the differences between developing and developed regions of the world.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.G.2.3 | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.H.1.4 | Explain philosophical beliefs as they relate to works in the arts.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.H.2.3 | Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.H.3.1 | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.S.1.4 | Examine changing points of view of social issues, such as poverty, crime and discrimination.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.W.1.1 | Use timelines to establish cause and effect relationships of historical events.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.W.1.2 | Compare time measurement systems used by different cultures.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.W.1.3 | Interpret and evaluate primary and secondary sources.  
**Clarifications:**  
Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.W.1.4 | Explain how historians use historical inquiry and other sciences to understand the past.  
**Clarifications:**  
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<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</td>
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<td>SS.912.W.1.6:</td>
<td>Evaluate the role of history in shaping identity and character.</td>
</tr>
<tr>
<td>SS.912.W.2.12:</td>
<td>Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.</td>
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<td>SS.912.W.2.13:</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.</td>
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<td>SS.912.W.2.20:</td>
<td>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</td>
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<td>Identify major causes of the Enlightenment.</td>
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<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam.</td>
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<td>Discuss significant people and beliefs associated with Islam.</td>
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<td>Summarize the major ideas of Enlightenment philosophers.</td>
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<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
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<td>LAFS.910.RH.1.2:</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
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<td>LAFS.910.RH.1.3:</td>
<td>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
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<tr>
<td>LAFS.910.RH.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
</tr>
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<td>LAFS.910.RH.2.5:</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
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<td>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
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<td>LAFS.910.RH.3.7:</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
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<td>LAFS.910.RH.3.8:</td>
<td>Assess the extent to which the reasoning and evidence in a text support the author's claims.</td>
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<td>LAFS.910.RH.3.9:</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
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<td>LAFS.910.RH.4.10:</td>
<td>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.2.4:</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
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<td>LAFS.910.WHST.1.1:</td>
<td>Write arguments focused on discipline-specific content.</td>
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<td>LAFS.910.WHST.1.2:</td>
<td>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</td>
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<td>LAFS.910.WHST.1.3:</td>
<td>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</td>
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<td>LAFS.910.WHST.1.4:</td>
<td>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
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<tr>
<td>LAFS.910.WHST.1.5:</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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</table>
e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.WHST.1.2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.910.WHST.4.10: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.1: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.2: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.4: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.5: Represent data with plots on the real number line (dot plots, histograms, and box plots). ★

Clariications:
In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.6: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.7: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.8: Interpreting differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.1.9: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★

Standard Relation to Course: Supporting

MAFS.912.S-ID.2.1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze
### MAFS.K12.MP.3.1

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about which tool to use. They are also able to use technological tools to explore and deepen their understanding of concepts.

### MAFS.K12.MP.5.1

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. They use units as a way to understand problems and to guide the solution of multi-step problems; they reason about the units and choose appropriate units for measurement.

### MAFS.K12.MP.6.1

**Clarifications:**

Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethnic, and parenting.

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### General Course Information and Notes

**GENERAL NOTES**

#### Philosophy Honors
- The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

#### Honors and Advanced Level Course Note
- Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Mathematics Benchmark Guidance
- Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

#### Instructional Practices
- Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
  1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
  2. Making close reading and rereading of texts central to lessons.
  3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
  4. Requiring students to support answers with evidence from the text.
  5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### Literacy Standards in Social Studies
- Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

#### English Language Development ELD Standards Special Notes Section:
- Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
GENERAL INFORMATION

Course Number: 2120910
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: PHILOS HON
Course Length: Semester (S)
Course Attributes:
- Honors
Course Level: 3

Educator Certifications

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<th>History (Grades 6-12)</th>
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<td>Social Science (Grades 6-12)</td>
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<td>Humanities (Elementary and Secondary Grades K-12)</td>
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## Course Standards

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<tr>
<td>SS.912.A.1.2</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.3</td>
<td>Utilize timelines to identify the time sequence of historical data.</td>
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<td>SS.912.A.1.4</td>
<td>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. <strong>Clarifications:</strong> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
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<td>SS.912.A.1.5</td>
<td>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. <strong>Clarifications:</strong> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf">http://www.fldoe.org/bii/library_media/pdf/12totalfinds.pdf</a></td>
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<td>SS.912.A.1.6</td>
<td>Use case studies to explore social, political, legal, and economic relationships in history.</td>
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<td>SS.912.A.1.7</td>
<td>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. <strong>Clarifications:</strong> Review different economic and philosophic ideologies.</td>
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<td>SS.912.A.3.10</td>
<td>Review different economic and philosophic ideologies. <strong>Clarifications:</strong> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDoe End-of-Course (EOC) Assessments webpage and the FLDoe Social Studies webpage.</td>
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<td>SS.912.G.2.1</td>
<td>Identify the physical characteristics and the human characteristics that define and differentiate regions. <strong>Clarifications:</strong> Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</td>
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<td>SS.912.G.2.2</td>
<td>Describe the factors and processes that contribute to the differences between developing and developed regions of the world. <strong>Clarifications:</strong> Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</td>
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<td>SS.912.G.2.3</td>
<td>Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. <strong>Clarifications:</strong> Examples are desertification, global warming, cataclysmic natural disasters.</td>
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<td>SS.912.H.1.4</td>
<td>Explain philosophical beliefs as they relate to works in the arts. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
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<td>SS.912.H.2.3</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
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<td>Examine changing points of view of social issues, such as poverty, crime and discrimination.</td>
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<td>Use timelines to establish cause and effect relationships of historical events. <strong>Clarifications:</strong> Compare time measurement systems used by different cultures.</td>
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<td>Interpret and evaluate primary and secondary sources. <strong>Clarifications:</strong> Examples are artifacts, images, auditory and written sources.</td>
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| SS.912.W.1.4 | Explain how historians use historical inquiry and other sciences to understand the past. **Clarifications:** Examples are archaeology, economics, geography, forensic chemistry, political science, physics.
Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Evaluate the role of history in shaping identity and character.

Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

Summarize the major cultural, economic, political, and religious developments in medieval Japan.

Describe Japan's cultural and economic relationship to China and Korea.

Discuss significant people and beliefs associated with Islam.

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

Identify major causes of the Enlightenment.

Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

Summarize the major ideas of Enlightenment philosophers.

Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

Comparing the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

Examples are Meiji Reforms, abolition of slavery in the British Empire, expansion of women's rights, labor laws.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### MA.K12.MTR.7.1: Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
<th>Read and comprehend grade-level complex texts proficiently.</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1:</td>
<td>Make inferences to support comprehension.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
<tr>
<td>ELA.K12.EE.4.1:</td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
<tr>
<td>ELA.K12.EE.5.1:</td>
<td>Use the accepted rules governing a specific format to create quality work.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
<tr>
<td>ELA.K12.EE.6.1:</td>
<td>Use appropriate voice and tone when speaking or writing.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SS.1:</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</td>
</tr>
<tr>
<td>HE.912.C.2.7:</td>
<td>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Various cultures’ dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</td>
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</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

**Philosophy Honors** - The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
### GENERAL INFORMATION

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<th>Course Number:</th>
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<td>Half credit (.5)</td>
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<td>Course Type:</td>
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<td>Grade Level(s):</td>
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**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: PHILOS HON

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<td>Course Level:</td>
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</table>
# Philosophy Honors (#2120910) 2023 - And Beyond

## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| SS.912.A.1.2: | Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  
**Clarifications:** Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.1.3: | Utilize timelines to identify the time sequence of historical data.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.1.4: | Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.  
**Clarifications:** Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bi/library_media/pdf/12totalfinds.pdf |
| SS.912.A.1.6: | Use case studies to explore social, political, legal, and economic relationships in history.  
**Clarifications:** Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.A.1.7: | Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.  
**Clarifications:** Examples of human characteristics are religion, government, economy, demography. Examples of physical characteristics are climate, terrain, resources. Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection. |
| SS.912.A.2.1: | Review different economic and philosophic ideologies.  
**Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.CG.1.2: | Explain the influence of Enlightenment ideas on the Declaration of Independence.  
- Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty and social contract.  
- Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.  
- Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government. |
| SS.912.CG.1.4: | Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.  
- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.  
- Students will evaluate how the documents are connected to one another.  
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.  
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). |
| SS.912.G.2.1: | Identify the physical characteristics and the human characteristics that define and differentiate regions.  
**Clarifications:** Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography. |
| SS.912.G.2.2: | Describe the factors and processes that contribute to the differences between developing and developed regions of the world. |
| SS.912.G.2.3: | Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.  
**Clarifications:** Examples are desertification, global warming, cataclysmic natural disasters. |
| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts.  
**Clarifications:** Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.2.3: | Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications. |
| SS.912.H.3.1: | Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture. |
| SS.912.H.3.2: | Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture. |
| SS.912.S.1.4: | Examine changing points of view of social issues, such as poverty, crime and discrimination. |
| SS.912.W.1.1: | Use timelines to establish cause and effect relationships of historical events.  
**Clarifications:** Compare time measurement systems used by different cultures. |

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**Note:** The course standards are designed to provide a comprehensive understanding of various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications. Students will explore social, political, legal, and economic relationships in history, as well as examine changing points of view of social issues. The course also focuses on the influence of transportation, trade, communication, science, and technology on the preservation and diffusion of culture, and the application of various types of critical analysis to works in the arts. Students will identify the physical and human characteristics that define and differentiate regions, and describe the factors and processes that contribute to the differences between developing and developed regions of the world. The course also includes an examination of the influence of Enlightenment ideas on the Declaration of Independence, and the ideals and principles expressed in the founding documents that shape America as a constitutional republic.
MA.K12.MTR.3.1:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalized methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
- Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
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MA.K12.MTR.5.1:
- Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
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- Connect solutions of problems to more complicated large-scale situations.

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- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
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MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

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Teachers who encourage students to apply mathematics to real-world contexts:
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Cite evidence to explain and justify reasoning.

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from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

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Various cultures’ dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

General Course Information and Notes

**GENERAL NOTES**

**Philosophy Honors** - The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

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**Instructional Practices**
Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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### GENERAL INFORMATION

- **Course Number:** 2120910
- **Course Path:** Section: Grades PreK to 12 Education
  Courses:
  - Grade Group: Grades 9 to 12 and Adult Education Courses
  - Subject: Social Studies
- **SubSubject:** Philosophy and Religion
- **Abbreviated Title:** PHILOS HON
- **Number of Credits:** Half credit (.5)
- **Course Length:** Semester (S)
- **Course Attributes:** Honors
- **Course Status:** Draft - Course Pending Approval
- **Course Level:** 3
- **Grade Level(s):** 9, 10, 11, 12

### Educator Certifications

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### Course Standards

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<td>SS.912.A.3.10:</td>
<td>Review different economic and philosophic ideologies.</td>
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<td>Clarifications:</td>
<td>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</td>
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<tr>
<td>SS.912.C.2.4:</td>
<td>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good. Explain why rights have limits and are not absolute.</td>
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<td>SS.912.C.2.7:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are speech, search and seizure, religion, gun possession.</td>
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<tr>
<td>SS.912.C.2.8:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<tr>
<td>Clarifications:</td>
<td>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
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<tr>
<td>SS.912.C.2.13:</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
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<tr>
<td>Clarifications:</td>
<td>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</td>
</tr>
<tr>
<td>SS.912.C.4.3:</td>
<td>Assess human rights policies of the United States and other countries. Explain philosophical beliefs as they relate to works in the arts.</td>
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<tr>
<td>SS.912.H.1.4:</td>
<td>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
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<tr>
<td>SS.912.H.2.3:</td>
<td>Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.</td>
</tr>
<tr>
<td>SS.912.W.1.1:</td>
<td>Use timelines to establish cause and effect relationships of historical events. Interpret and evaluate primary and secondary sources.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are artifacts, images, auditory and written sources.</td>
</tr>
<tr>
<td>SS.912.W.1.3:</td>
<td>Explain how historians use historical inquiry and other sciences to understand the past.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are archaeology, economics, geography, forensic chemistry, political science, physics.</td>
</tr>
<tr>
<td>SS.912.W.1.5:</td>
<td>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography). Evaluate the role of history in shaping identity and character.</td>
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<tr>
<td>Clarifications:</td>
<td>Examples are ethnic, cultural, personal, national, religious.</td>
</tr>
<tr>
<td>SS.912.W.2.5:</td>
<td>Explain the contributions of the Byzantine Empire. Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</td>
</tr>
<tr>
<td>SS.912.W.2.13:</td>
<td>Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe. Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</td>
</tr>
<tr>
<td>SS.912.W.2.17:</td>
<td>Summarize the major cultural, economic, political, and religious developments in medieval Japan.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.</td>
</tr>
<tr>
<td>SS.912.W.2.20:</td>
<td>Compare Japanese feudalism with Western European feudalism during the Middle Ages.</td>
</tr>
<tr>
<td>SS.912.W.3.2:</td>
<td>Compare the major beliefs and principles of Judaism, Christianity, and Islam. Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.</td>
</tr>
</tbody>
</table>
| SS.912.W.3.18:                    | Clarifications: Examples are...
Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

Identify the major contributions of individuals associated with the Scientific Revolution.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Examples are Mahatma Ghandi, Fidel Castro, Gamal Abdel Nasser, Francois 'Papa Doc' Duvalier, Jawaharlal Nehru.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Identify major causes of the Enlightenment.

Examples are Marie Curie, Albert Einstein, Enrico Fermi, Sigmund Freud, Wright Brothers, Charles R. Drew, mass vaccination, atomic energy, transistor, microchip, space exploration, Internet, discovery of DNA, Human Genome Project.

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.

LAFS.910.WHST.2.4: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.910.WHST.2.5: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.2.6: Summarize a text.

LAFS.910.WHST.3.7: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.8: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.910.WHST.3.9: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.10: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.3.11: When writing, use elements of style appropriate to task, purpose, and audience.

LAFS.910.WHST.3.12: Use elements of style appropriate to task, purpose, and audience.

LAFS.910.WHST.3.13: When writing, use elements of style appropriate to task, purpose, and audience.

LAFS.910.WHST.3.14: Use elements of style appropriate to task, purpose, and audience.

LAFS.910.WHST.4.1: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.4.2: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.4.3: Summarize a text.

LAFS.910.WHST.4.4: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.4.5: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.910.WHST.4.6: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.4.7: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.4.8: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.4.9: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.910.WHST.4.11: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.4.12: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.4.13: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

LAFS.910.WHST.4.14: Notice and comment on a complex, grade-appropriate text which is whole and of sufficient length for a thorough treatment.

MAFS.912.S-ID.1.4: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

MAFS.912.S-ID.1.3: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

MAFS.912.S-ID.1.2: Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

MAFS.912.S-ID.1.1: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

MAFS.912.S-ID.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).

MAFS.912.S-ID.1.0: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

MAFS.912.S-ID.1.1: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

MAFS.912.S-ID.1.2: Use mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

MAFS.912.S-ID.1.3: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze given conditions, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.912.MP.1.1: Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

MAFS.912.MP.2.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing
arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give careful formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x² + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(4 – x²) as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y – 2) / (x – 1) = 3. Noticing the regularity in the way terms cancel when expanding (x – 1)(x + 1), (x – 1)(x² + x + 1), and (x – 1)(x³ + x² + x + 1) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

English language learners communicate for social and instructional purposes within the school setting.

Language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

English language learners communicate, for social and instructional purposes within the school setting.

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.

English language learners communicate for social and instructional purposes within the school setting.

Analyze how culture supports and challenges health beliefs, practices, and behaviors.
Philosophy Honors 2 - The grade 9-12 Philosophy Honors 2 course consists of the following content area strands: American History, World History, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Literacy Standards in Social Studies
Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf
### Course Standards

<table>
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<th>Name</th>
<th>Description</th>
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| SS.912.A.3.10: | Review different economic and philosophic ideologies.  
**Clarifications:** Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.C.1.1: | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| SS.912.C.1.3: | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| SS.912.C.1.4: | Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.  
**Clarifications:** Explain why rights have limits and are not absolute.  
Analyze the impact of citizen participation as a means of achieving political and social change.  
Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.  
Assess human rights policies of the United States and other countries. |
| SS.912.C.2.7: | Explain why rights have limits and are not absolute.  
Analyze the impact of citizen participation as a means of achieving political and social change.  
Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.  
Assess human rights policies of the United States and other countries.  
Interpret and evaluate primary and secondary sources.  
Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).  
Evaluate the role of history in shaping identity and character.  
Explain the contributions of the Byzantine Empire.  
Compare Japanese feudalism with Western European feudalism during the Middle Ages.  
Compare the major beliefs and principles of Judaism, Christianity, and Islam.  
Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.  
**Clarifications:** Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.  
Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.  
Examples are artifacts, images, auditory and written sources.  
Examples are archaeology, economics, geography, forensic chemistry, political science, physics.  
Examples are ethnic, cultural, personal, national, religious.  
Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.  
Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.  
Examples are Pillow Book, Tale of Genji, Shinto and Japanese Buddhism, the rise of feudalism, the development of the shogunate, samurai, and social hierarchy.  
Examples are government, economy, culture, society, religion. |
Examples are agriculture, architecture, astronomy, literature, mathematics, trade networks, government.

SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.

SS.912.W.5.2: Clarifications: Examples are Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius.

SS.912.W.5.3: Identify major causes of the Enlightenment.

SS.912.W.5.3: Clarifications: Examples are ideas from the Renaissance, Scientific Revolution, Reformation, and resistance to absolutism.

SS.912.W.6.3: Summarize the major ideas of Enlightenment philosophers.

SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

SS.912.W.8.8: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

MA.K12.MTR.1.1: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others.

MA.K12.MTR.1.1: Clarifications: Teachers who encourage students to complete tasks with mathematical fluency.

MA.K12.MTR.2.1: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways.

MA.K12.MTR.2.1: Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others.

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.3.1: Teachers who encourage students to complete tasks with mathematical fluency.

MA.K12.MTR.3.1: Clarifications: Teachers who encourage students to reflect on the method they used and determine if a more efficient method could have been used.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others.
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:** Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

**MA.K12.MTR.6.1:** Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

**MA.K12.MTR.7.1:** Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.3.1:** Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Clarifications:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
### General Course Information and Notes

**GENRAL NOTES**

**Philosophy Honors 2** - The grade 9-12 Philosophy Honors 2 course consists of the following content area strands: American History, World History, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task, instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EE and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

### GENERAL INFORMATION

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<tr>
<th>Course Number: 2120915</th>
<th>SubSubject: Philosophy and Religion</th>
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<td>Abbreviated Title: PHILOS HON 2</td>
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<td>Social Science (Grades 6-12)</td>
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## Course Standards

<table>
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<th>Name</th>
<th>Description</th>
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| SS.912.A.3.10: | Review different economic and philosophical ideologies.  
**Clarifications:**  
Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophical examples are capitalism, socialism, communism, anarchy.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.CG.1.5: | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
- Students will explain how the structure and function of the U.S. government reflects these political principles.  
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). |
| SS.912.CG.2.4: | Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.  
- Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).  
- Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.  
- Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). |
| SS.912.CG.2.5: | Analyze contemporary and historical examples of government-imposed restrictions on rights.  
- Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech).  
- Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). |
| SS.912.CG.2.7: | Analyze the impact of civic engagement as a means of preserving or reforming institutions.  
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).  
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement). |
| SS.912.CG.2.11: | Evaluate political communication for bias, factual accuracy, omission and emotional appeal.  
- Students will compare the reporting on the same political event or issue from multiple perspectives.  
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).  
- Students will discuss the historical impact of political communication on American political process and public opinion.  
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. |
| SS.912.CG.4.3: | Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.  
- Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind. |
| SS.912.H.1.4: | Explain philosophical beliefs as they relate to works in the arts.  
**Clarifications:**  
Examples are classical architecture, protest music, Native American dance, Japanese Noh. |
| SS.912.H.2.3: | Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications. |
| SS.912.W.1.1: | Use timelines to establish cause and effect relationships of historical events. |
| SS.912.W.1.3: | Interpret and evaluate primary and secondary sources.  
**Clarifications:**  
Examples are artifacts, images, auditory and written sources. |
| SS.912.W.1.4: | Explain how historians use historical inquiry and other sciences to understand the past.  
**Clarifications:**  
Examples are archaeology, economics, geography, forensic chemistry, political science, physics. |
| SS.912.W.1.5: | Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).  
**Clarifications:**  
Examples are ethnic, cultural, personal, national, religious. |
| SS.912.W.1.6: | Evaluate the role of history in shaping identity and character.  
**Clarifications:**  
Examples are ethnic, cultural, personal, national, religious.  
Explain the contributions of the Byzantine Empire. |
SS.912.W.2.5: Clarifications: Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.

SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.2.17: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.

SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.

SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.


SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.

MA.K12.MTR.2.1: Teachers who encourage students to participate actively in effortful learning both individually and with others:

Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
### MA.K12.MTR.3.1
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
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  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### MA.K12.MTR.6.1
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### Cite evidence to explain and justify reasoning.

**Clarifications:**
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
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General Course Information and Notes

GENERAL NOTES

Philosophy Honors 2 - The grade 9-12 Philosophy Honors 2 course consists of the following content area strands: American History, World History, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

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Educator Certifications

Social Science (Grades 6-12)

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GENERAL INFORMATION

Course Number: 2120915
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Social Studies > SubSubject: Philosophy and Religion > Abbreviated Title: PHILOS HON 2
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Course Length: Year (Y)
Course Attributes:
• Honors
Course Level: 3